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ABSTRACT

This exploratory study focuses on the management of decline as characterized by shrinking resources and substantial reductions in operating budgets (retrenchment) in academic research libraries in Canada. The first of four major sections of the report addresses the management of retrenchment in Canadian research libraries, including the design of the study; characteristics of the 523 respondents; their perceptions of the prevalence of retrenchment; committees and policies for retrenchment; retrenchment and surplus expertise; and the centralization, formalization, and complexity of organizational structure in the 22 participating libraries. The second section reviews the literature on retrenchment in libraries and other organizations, and the third reports on programs and activities that were eliminated, reduced, or introduced in Canadian research libraries in the areas of public, technical, and administrative services between 1972-73 and 1982-83. A discussion of trends in retrenchment in terms of expenditures, enrollment, personnel, and collections in these libraries over the same 10-year period concludes the report. Three appendixes are provided: (1) both English and French versions of the questionnaires used in the survey; (2) a list of participating libraries; and (3) French and English versions of the invitation to participate in the study and follow-up letters. Reprints of two articles based on the study have been removed from this document because of copyright restrictions: "Humane Management in Times of Restraint" (Ethel Auster, Canadian Library Journal, December 1987); and "The Management of Retrenchment in Canadian Academic Libraries" (Laurent-G. Denis, Argus, December 1985). (67 references) (CGD)

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The Management of Retrenchment in Canadian Academic Libraries

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IN MEMORIAM

Laurent-G. Denis died on December 11, 1987. For the three years prior to his death, he and I worked together as Principal Co-Investigators of this research project. During that time, I came to know and appreciate in him the qualities for which he was renowned: his boundless energy, joyful enthusiasm, and unflagging determination. In the early days of the project, his persuasiveness and wide network of personal contacts helped to cajole sometimes reluctant library directors into participating in the study. Later, his superb administrative skills ensured that the many strands of the research were kept in focus, on track, and under control. His financial wizardry enabled support staff to continue and computer runs to be made when further work seemed impossible. When feelings became ruffled, Larry was there to soothe them. He gave generously of himself and inspired others to do the same.

Before Larry died, he had drafted what is included as Part I of this report. No doubt he would have honed and polished it so that the final version would have met his own standards of excellence. Unfortunately, that job of revision was left to me. I can only hope that Larry would have approved of the way his work is presented, and of the subsequent parts of the report that follow it.

ABSTRACT

This study deals with the management of decline in academic research libraries in Canada. Decline is characterized by shrinking resources and manifests itself through retrenchment, i.e., through substantial reductions in operating budgets. The study is exploratory, concerned with ex-post facto phenomena: it examines what happened to the structure and to the process of management in declining Canadian academic libraries. Also identified are programs, services, and activities that were eliminated, reduced, or introduced as a result of retrenchment. Statistics derived from federal sources outline trends in expenditures, enrolment, personnel, and collections in academic research libraries from 1972/73 through 1982/83.

Data were gathered through questionnaires sent to all professional personnel working in libraries that are members of the Canadian Association of Research Libraries (CARL). Twenty-two libraries participated in the study and 523 librarians responded. No single theory was used as a foundation of this investigation; however, a framework proposed by Levine served to guide the research, his "unique problems and paradoxes of cutback situations."

ACKNOWLEDGEMENTS

This study began early in 1984 and was completed late in 1988. During that time many people worked on it, contributing advice, support, and expertise. First and foremost, thanks must be given to the directors of the CARL libraries, who permitted their libraries to participate in the study, and facilitated the data collection process by distributing the survey questionnaire to their librarians. Sharing our gratitude are the over 600 librarians in large academic research libraries across Canada who took the time to answer the many questions asked. In addition to the information explicitly sought, many appended additional comments, thereby alerting us to issues and concerns that, although pertinent to our inquiry, we might have missed through our reliance on a structured instrument. To these conscientious colleagues we are indebted for filling in the gaps in the retrenchment picture from the vantage point of those who lived through those challenging times.

The team members who were instrumental in carrying out the day-to-day details of the project were Carol Coughlin and Terry Germanson. Ms. Coughlin performed the myriad administrative tasks associated with the distribution and follow-up of the questionnaire and the coding of the data. Ms. Germanson was the statistician for the project, and was primarily responsible for analyzing the data from the survey questionnaire and from Statistics Canada. Margaret Ann Wilkinson contributed her expertise to the construction of the data collection instruments, and Bill Vrantsidis compiled the review of the literature.

We are indebted to the Faculty of Library and Information Science, University of Toronto, for its encouragement, administrative flexibility, and continuing support.

Marcia Chen, Andrea Clark, Elizabeth Dilworth, and Desiree Sy deciphered manuscripts, typed revisions, and produced the final version of this report.

Finally, we are genuinely grateful to the Social Sciences and Humanities Research Council of Canada for awarding the grants that made this research possible.

PREFACE

Work on this research began in the spring of 1984 soon after the project was awarded a grant by the Social Sciences and Humanities Research Council of Canada. The first year was spent refining the research design, hiring and training staff, testing and revising and constructing the data collection instruments. The latter proved to be especially onerous as we envisaged a bilingual study, using English or French survey questionnaires uniquely constructed for library directors and professional staff members. In addition, individual interview schedules, also bilingual, were to be created. In all, seven different instruments (English and French survey questionnaires and interview schedules for directors and a parallel set minus the English interview for librarians) were constructed. They were pre-tested on academic libraries that were not designated as part of the CARL group of libraries.

As the first year drew to a close and funds became depleted, we were forced to make some strategic decisions. We abandoned the plan to supplement questionnaire data with interviews and instead inserted more open-ended questions and opportunities for the respondents to supply their own comments on the questionnaire. Needless to say, the data we collected were massive. The data collection, the initial contact with the libraries, the securing of access, the initial distribution of the questionnaire, the follow-up, and the coding consumed most of the second year.

While these activities were proceeding, a parallel effort was taking place to obtain data regarding the CARL libraries that had been collected primarily by Statistics Canada for the period 1972/73 through 1982/83. As researchers and others in this field are aware, the use of federally collected library statistics is fraught with its own peculiar problems. But the end of the second year saw most of these difficulties resolved.

By the beginning of the third year, analysis of the data and preparation of the final report could begin. It was decided that to avoid confusion and ensure accuracy, and to maintain the anonymity promised to respondents, two drafts of the report (including all tables and figures) would be written. The first, for our eyes only, would identify institutions by name. This would allow us to comment on situations and draw conclusions that would have been virtually impossible otherwise. After the completion of this first draft that "named names", we would then remove identifying names and aggregate data by region so that we could be certain of our information, but at the same time guarantee the anonymity of our respondents. This method, we realized, was time-consuming and laborious, but we felt it served two purposes: it fulfilled our obligations to our subjects, and it allowed us to maintain the integrity of the data.

As the third year wore on, the shape of the final report began to materialize. Preliminary drafts were written and our hopes were high that we would be able to bring the report to a successful conclusion before too long. Then Professor Denis died unexpectedly.

Again, the scope of the final report had to be trimmed to within manageable proportions. Had Larry lived, I have no doubt this report would have been substantially different. The section that he planned to write addressing exclusively the data returned by the library directors has been abandoned. His efforts to make the final report bilingual, just as the questionnaires had been, have not come to fruition. The work he completed on what has become Part I of this report has been revised and made anonymous after his death. It can only be hoped that the main thrust of his thinking has been maintained.

The text of the report is organized as follows. Part I provides the overall background and purpose of the study, and analyzes a substantial portion of the data collected from the survey questionnaire. Part II consists of the review of the literature pertaining to retrenchment in libraries and other types of non-profit organizations. Part III analyzes and presents the findings for the data relating to programs, services, and activities that were affected by retrenchment, and summarizes much of the qualitative data derived from open-ended questions and comments. Part IV reports on data regarding expenditures, personnel, and collections derived from Statistics Canada and other information sources. Part V constitutes the appendices pertaining to the study as a whole, the letters soliciting participation in the study, the data collection instruments, and the published articles about the study that have appeared to date.

Ethel Auster
Toronto, August 1988

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PART I

The Management of Retrenchment in Canadian Academic Libraries

BACKGROUND

The general economic conditions of the past few years have forced decline on all sorts of organizations, although not all organizations have declined, nor have they all declined equally, or at the same rate. From this point of view, academic libraries are not exceptional, but these organizations are not only subunits of larger, more complex institutions, they are also public institutions whose very existence is predicated on the provision of service.

Scholars have deplored the fact that Americans, and by extension Canadians, are ill-equipped to manage decline (Boulding, 1975) and that little is known about the decline of public organizations and the management of cutbacks (Levine, 1978). Much has been written on the problems and difficulties of managing an organization in times of financial restraint. Very little of this literature reports empirical research. The norm seems to be case studies of declining organizations, armchair analyses of the causes of decline, and prescriptive guidelines for preventing or coping with decline (Whetten, 1980). Clearly, research is needed to help managers adapt to the no-growth and retrenchment climates of the present and the future (Levine, 1978; Whetten, 1980).

This ex-post facto exploratory study examines what happens to the structure and the process of management in large academic research libraries in Canada when retrenchment becomes the "mot d'ordre", and indeed the "fait accompli".

DEFINITIONS

Retrenchment: reduction in the organization's operating budget which affects present processes, products, or services, or the acceptance and implementation of new ideas, processes, products, or services. It is operationalized by questions about ideas, processes, products, or services affected, or not implemented, in the past ten years.

Research Library: an organization which is a member of the Canadian Association of Research Libraries (CARL) and whose parent body is a university situated in Canada. This definition excludes la Bibliotheque nationale du Quebec, the National Library of Canada, and the Canada Institute for Scientific and Technical Information (CISTI).

Complexity: the level of knowledge or expertise in the organization, operationalized by the number of distinct occupational specialties, an index of professional training, and one of professional activity.

Centralization: the degree of participation of organizational members in decision making, operationalized by an index of participation measures on the one hand, and an index of hierarchy of authority measures on the other.

Formalization: the degree of work standardization in the organization and the allowable deviation from the standards operationalized by the existence of rules, manuals, and job descriptions, indices of job specificity, job codification, and rule observation.

DESIGN OF THE STUDY

Objectives

The purpose of the study is to examine the impact of retrenchment on the organizational structure and on the processes of academic research libraries in Canada. More specifically, the study measures the centralization, formalization, and complexity of the library structures (Hage and Aiken, 1970). Among the questions the study investigates are the following:

-- Is decline perceived as real and persistent? (Behn, 1980; Levine, 1979);

-- How did staff learn that resources were declining and that cutbacks were essential? (Behn, 1980);

-- Who made the decisions to allocate the diminished resources? (Behn, 1980; Levine, 1978);

-- What programs were terminated (Levine, 1978), reduced in scope, or introduced for the first time;

-- How was internal expertise sold or lent to other agencies? (Levine, 1978)

In addition to subjective questions, the study identifies and documents trends in retrenchment gathered from Statistics Canada and other information sources on expenditures, enrolment, personnel, and collections in CARL libraries over a ten-year period, 1972/73 through 1982/83.

Theoretical Approach or Categorical Framework

The study is truly exploratory, for it seeks to discover what happens ex-post facto in declining organizations. Little or nothing from previous research allowed us to predict relations among variables, so we attempted to discover what the significant variables affecting libraries managed under financial restraint actually were. No useful theories capable of explaining organizational decline were found; therefore, the study is not anchored in any *one* theory, but rather it is based on parts of Levine's (1979) categorical framework: his "unique problems and paradoxes of cutback situations."

1. "The Paradox of Irreducible Wholes." This asserts that an organization cannot be reduced simply by reversing the sequence of activities and resources by which it was built. Greenhalgh (1982) has elaborated on this view.
2. "The Tooth Fairy Syndrome." In the initial stages of contraction, the prevailing attitude in the organization is optimism--the cuts will be restored soon by someone and so appeals are made for voluntary retrenchment.
3. "The Participation Paradox." Change management is best implemented through participation. In cutback situations, participation encourages protective behaviour by those most likely to be hurt the most. Other writers have reached similar conclusions (Whetten, 1980; Yetten, 1975).
4. "The Forgotten Deal Paradox." In which bargains are made for restoring some cuts later on if certain cuts are accepted now. This is difficult or almost impossible to implement in public organizations.
5. "Mandates without Money Dilemma." This comes from the practice of mandating certain services without providing the funds necessary for compliance.

6. "The Efficiency Paradox." Efficient organizations have difficulty implementing cuts, whereas inefficient or poorly managed organizations can do it relatively easily since they have slack and waste which can be readily identified for cutting.

The above six points of the nine proposed by Levine have been operationalized in the questionnaires. As well, we made use of Whetten's (1980) typology of management's responses to environmentally induced change. The figure below exhibits a continuum from change positively valued to change negatively valued. Academic libraries are expected to fall about the "Defending" point on the continuum because they are bureaucratic organizations.

Generating (Proactive)	Reacting (Reactive)	Defending (Reactive)	Preventing (Proactive)

Positive <-------- Attitude Towards Change --------> Negative

Another proposition which has guided this research is that of workforce reduction, which in declining organizations, especially labour-intensive service institutions, is not merely a disposal problem. It is in reality a threat to job security and as such changes the personnel's attitudes and behaviours, acting ultimately to reduce organizational effectiveness (Ford, 1980).

Further propositions underpinning the study:

1. Organizations respond to scarcity by establishing joint programs to distribute the cost of innovation (Aiken and Hage, 1968). When resources shrink, this process should increase.
2. Libraries are limited to the reactive alternative of Cyert's (1978) two options when the capacity of the environment to support an organization is reduced, i.e., they must scale down their operations because

finding another ecological niche is not a possible alternative for them.

3. In a shrinking organization, sub-units are concerned with survival only, with maintaining a constant rather than an increasing flow of resources, and no longer strive to attain professional goals (Cyert, 1978).

4. Many management skills that were desirable even in the recent past may no longer be needed in a declining future (Boulding, 1975).

Questionnaire Construction

The questionnaires were difficult to design and went through several versions and innumerable discussions among the members of the research team before they were ready for their pre-test. First, the English-language version of the director's questionnaire was put together and pre-tested in two academic libraries which were not CARL members. This was followed by the English-language version of the staff questionnaire and its pre-test in the same two libraries. When we were satisfied that we had a satisfactory version of each, we had them translated into French by a professional translator, who was selected from a group of three on the basis of the quality of the translation of a sample of questions. The translator was familiar with library terminology, but less so with the management and organization vocabularies, necessitating that a considerable amount of time be spent in consultation to ensure exactitude. Then a word processing firm which specialized in translating and editing French texts was given the job of preparing the final copies for reduction and photoduplication. The pre-tests of these instruments in two French-language academic libraries in Quebec which were not CARL members reassured us that we had workable questionnaires.

The questionnaires were, of course, tailored to meet the need of the study, but they are modelled on validated instruments used in behavioural research elsewhere. They contain many statements operationalizing theories and observed behaviour, and require responses on five-point scales. This approach allowed us to identify what changes had taken place, how and why they happened, and whether they are perceived to be working.

French-language versions of the interview schedules for directors and for staff were also prepared and pre-tested, but practical considerations of time and money precluded both their translation and use. Copies of all the instruments constructed are included in Part V, Appendix A of this report.

Data Collection and Analysis

It is a simple matter to distribute questionnaires, but it was more difficult and time-consuming to obtain lists of names of professional staff members from some directors, even though they agreed to send them. Many weeks and several diplomatically worded telephone calls later, we knew who the subjects of our investigation were. Although technically there are twenty-seven CARL libraries, we excluded la Bibliotheque nationale du Quebec, the National Library of Canada, and the Canada Institute for Scientific and Technical Information (CISTI) from the study as being atypical; that is, not belonging to a university. Two potential participant libraries declined to participate, leaving us with 22 CARL libraries that took part in the study and a total of 1,048 professional staff members identified as being employed in them (See Appendix B for List of Participating Libraries). When the participation of an institution had been assured, the questionnaire was sent to its director's office to be distributed to each professional librarian. Respondents returned their completed questionnaires directly to the research team. Two reminders were sent to all respondents, in addition to two general advertisements thanking those who had returned their questionnaires and encouraging the others to do the same (See Appendix C for Invitation and Follow-up Letters and Ads). One ad was published in *Feliciter*, a publication sent to all 4,765 members of the Canadian Library Association (CLA); the other appeared in *Nouvelles ASTED*, a publication which the 900 or so members of the Association pour l'avancement des sciences et des techniques de la documentation (ASTED) receive. When the final tabulation of returned questionnaires was made, 551 questionnaires (52.57%) had been returned; 28 of these were unusable, leaving 523 usable questionnaires (49.90%).

Gathering statistics on Canadian research libraries was viewed by us as a routine assignment albeit an important one. The reality proved to be quite different. The sources were obvious: CARL, Statistics Canada, and various provincial ministries of education. Attempting to reconcile the various sets of figures available in print or on request as special orders, let alone trying to understand them, proved to be a challenge of some magnitude. Part IV of this report describes the problems encountered and their resolution in detail. Here, suffice it to say that dozens of telephone calls to a variety of officials in Ottawa and Toronto were made, and caused some agencies to rework, regroup, and redefine their figures. It is to the credit of the agencies concerned that they were most cooperative, sympathetic, and helpful, even though some of their assistance cost us time and money. We are confident that the figures presented are correct and consistent throughout the ten-year period (1972/73 through 1982/83) under investigation in this study.

Since the primary concern of this study is the decline in academic libraries as an organizational group, the organization, that is, the library, is used as the unit of analysis throughout. The analysis divides libraries into those that experienced retrenchment pre-1980 and those that experienced it post-1980. To ensure anonymity, individual names of libraries have been converted to geographical codes, and in reporting statistics, grouped by region. Where individuals' responses are reported, respondents are most often categorized into two groups: library managers and general librarians.

CHARACTERISTICS OF THE RESPONDENTS

The subjects of this research are the directors and the professional staff of the 27 Canadian academic libraries which are members of the Canadian Association of Research Libraries (CARL). The list of potential subjects was established through the cooperation of the directors whose institutions were eligible.

Twenty-two directors responded favourably and supplied us with the names of their professional colleagues and staff.* The population, 1,048 strong, thus identified, produced 523 respondents, almost exactly 50% of the original number. These respondents represent from about one-third to three-fourths of the libraries' professional staffs (Table 1).

Judging from their job titles (question 1), about one-half of the respondents are working in public services (49.6%); the other half divides itself almost down the middle between technical services on the one hand (24.3%), and unspecified titles on the other (20.6%). The remainder are in systems (3.5%) or in combinations of occupations (1.9%). Table 2 also indicates that there is a greater percentage of respondents engaged in technical services in libraries where cutbacks have been experienced before 1980 than in the other group. In only one library located in Ontario do we get no respondent working in technical services, whereas there are several libraries with no respondents in Systems, Combined, or Other occupational categories.

Only 17 of the 520 respondents (3.3%) who answered question 2 are part-time personnel; one is a manager, the others are librarians (Table 3). About one-third of the positions mentioned (32.4%) are unionized (question 3) (Table 4). Nineteen of the 84 managers (22.6%) are members of a collective agreement, while almost 50% more general librarians are, 148 of 432, or 34.3%. The percentage of respondents who are unionized is about three times greater in post-1980 libraries than in the other group, 42.5% and 14.1% respectively, while the percentage of non-unionized respondents from pre-1980 libraries is substantially higher (85.9%) than that from post-1980 libraries (57.4%).

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*Appendix B is the list of libraries represented. To ensure anonymity, they have been labelled by the geographical region in which they are located, i.e., B.C. 1-3; Prairies 1-3; Ontario 1-8; P.Q. 1-5; Atlantic 1-3.

Of the 521 respondents in this study, 85 managers (16.3%) reported directly to the chief librarian. All other staff members reported to personnel subordinate to the chief. One hundred and seventy respondents have professional colleagues who report to them (question 5), and of these 170, 140 (82.3%) oversee the work of from one to six people (Table 5). Nearly three out of every five academic librarians supervise the work of support staff. Fifty percent of them supervise one to three support staff, but some have as many as 60 support staff reporting to them. Put differently, 308 respondents have 1,862 support staff reporting to them (Table 6) for an average of 6.1. Quite naturally, the numbers are smaller with regard to professional staff where 170 respondents have colleagues reporting to them for an average of 4.1.

The academic librarians were asked to rank the three job activities in which they spend the most time (question 7). The assumption was that they would perform more than one job. The results indicate that some people are fully occupied with one job, since they failed to give a second ranking job, and another 44 divide their time between only two occupations, as they failed to name a third category. The job activity most frequently mentioned and ranked first, second or third in terms of time spent on it was, not surprisingly, public services with 303 mentions (Table 7). Close second and third with 269 and 265 mentions respectively are administration other than supervision and collection development. When we turn from the total time spent and concentrate on the single job activity on which respondents spent the most time, we find the two activities most frequently referred to are public services and administration other than supervision, with 168 and 104 mentions respectively (question 6). Technical services is the third most frequently mentioned activity here, with 79 mentions, although collection development is a close fourth with 76. There is virtually no difference in the ranks of the pre-1980 and the post-1980 groups when one considers the job activities which fill out the most time (Table 8). The first rank for both is Public Services, with 104 mentions in the pre-1980 group and 199 mentions in the post-1980 group. The second rank is different for each group, however. For the pre-1980 group it is administration other than supervision, with 99 mentions, and for the post-1980 group it is collection development, with 178 mentions. The third rank is the reverse of the second one. Supervision is next most frequently mentioned by the pre-1980 group whereas for the post-1980 group it is the category "other." Technical services and supervision are fifth for the pre-1980 and the post-1980 groups respectively. Technical services is sixth for the post-1980 libraries (Table 8).

The vast majority of respondents (69.1%) are in mid-career; they are between the ages of 35 and 54 (Table 9) (question 40), the bulk (47.9%) being in the younger of the two decades. 16.6% are 34 years old or younger and 13.3% are 55 or older. Five hundred and eighteen respondents gave us information about their age, 186 (35.9%) in pre-1980 libraries, 332 (64.1%) in post-1980 libraries (Table 9). In the first group, the staff is older; 43.0% are 45 years or older compared to 30.8%, reflecting, no doubt, the fact that fewer librarians have been hired during the long period of financial restraint (Table 10). Only two respondents from two different libraries in the post-1980 group are under 25 years of age. They are from libraries in Ontario and in the Atlantic provinces. In one Ontario pre-1980 library and one post-1980 library in British Columbia there are no respondents younger than 35. Not too surprisingly, the proportion of managers in mid-career is 80% greater among the older respondents than it is among those 35 to 44 years of age, but for both types of staff the distributions by age categories are similar (Figure 1). What is remarkable is that 139 respondents (26.8%) 45 and older are general librarians, i.e., professional without official management responsibilities. This could mean that there are many libraries which offer dual career ladders, or that the entry to the profession happens late in life in many cases, or that a number of our colleagues are happy being librarians and do not seek, or are not offered, managerial promotions. The present study does not provide sufficient information to interpret the finding.

Only three libraries have staff of retirement age and none has more than one such, but all three are in the post-1980 group, two in Quebec, one in the Atlantic Provinces (Table 9). It appears that the libraries in the Atlantic provinces have the youngest staff; only one of the respondents from that region was over 55 years of age. There were only two other libraries whose staff was all under 55, one in Ontario and one on the Prairies. Three libraries had more than one-quarter of their professional staff who are 55 and older, two of them in Ontario and the third in British Columbia. On the other hand, more than a quarter of the staff in six libraries is between the ages of 25 and 34.

Libraries which have suffered cutbacks since before 1980 have an aging middle management compared to that of libraries in which cutbacks were not experienced until after 1980. In the first case 33.3% are between the ages of 55 and 64 whereas in the second instance the proportion is a mere 10.6% (Table 11). Almost one in five respondents (19.3%) in the pre-1980 libraries is a middle manager, compared to one in seven (14.2%) in the post-1980 libraries (Table 9). There is a slightly greater proportion of older librarians (55 years and older) in the pre-1980 libraries than in the post-1980 libraries (13.3% and 11.2% respectively) (Table 11).

All the male directors who accepted to participate in the study returned their filled out questionnaires. The women directors did so in the proportion of 42.9%. We can only assume that our 331 female respondents and 187 male respondents (63.9% and 36.1% of the returns) are representative of the population, but we can only speculate on this, since some of the lists of names supplied by the cooperating directors indicated initials in place of full first names and did not include gender designations.

The managers are divided almost equally between women and men, 49.4% and 50.6% respectively (Table 12). The general librarians are predominantly women, 66.7%. The middle management of two libraries, one on the Prairies, and one in Quebec, is exclusively in the hands of men.

In the pre-1980 libraries there is a greater percentage of staff in middle management positions than in the post-1980 libraries (19.3% and 14.2% respectively) (Table 9), and the male middle managers are proportionately more numerous in the former (55.6% vs 46.8%) (Table 12). Not surprisingly, in the pre-1980 libraries the average number of staff per institution is smaller than in the post-1980 libraries (33.2 and 25.5 respectively). The proportion of female librarians is greater in the pre-1980 libraries than it is in the post-1980 group, 70.0% and 64.9% respectively (Table 12). But as noted above, the proportion of male managers is greater in pre-1980 libraries. The professional staff is quite stable in research libraries. They have been in their present position an average of 7.7 years (Table 13). Nevertheless there is movement, since 20.7% have been in their present job two years or less. That is counterweighted by the fact that 86.2% of the respondents have been in their present job 15 years or longer (Table 13).

Quite obviously, a good many of the respondents are experienced managers/supervisors (question 43); 165 of them or about two-fifths (36.8%) of those who responded to the question were in administrative positions prior to their present job. More than half of the respondents (excluding chiefs) (56.8%) were promoted from within (question 44), about one-tenth (10.6%) coming from outside the field, the remainder having moved from other library systems. In eight libraries all of the managers had held at least one previous administrative job. Among the managers, 117 of them had managerial experience before they came to their present position.

While the tendency is to promote from within (56.8%), new blood is injected in the research libraries, since about a third of the respondents (32.7%) claim that they came to their present position from another library system. Interestingly enough, 52 respondents (10.6%) came into the field from organizations other than libraries.

It can be said that there is quite a bit of continuity in academic libraries since our respondents have worked an average of 12.1 years in the library in which they are employed at present.

More than one-half of the respondents (51.8%) have been in the profession for 15 years or less, but almost two-thirds of our respondents (64.9%) are under 45 years of age (Table 9). This tends to confirm the fact that a number of people come to librarianship as a second career.

Predictably, nine out of ten respondents hold a B.L.S. or an M.L.S. degree. Surprisingly few have completed a doctorate in library science: one director, six librarians and no middle managers. However, two directors have earned a doctorate in an academic field other than library science, as have four middle managers and 12 librarians. Nine respondents, one director among them, have no academic degree at all, two-thirds (67.17%) hold a B.A. or a B.Sc. and 25% more an M.A. or M.Sc. Not surprisingly, the younger respondents tend to hold an M.L.S., the older ones a B.L.S.

PERCEPTIONS REGARDING PREVALENCE OF RETRENCHMENT

Respondents were asked whether they thought their library was going through a period of financial restraint (i.e., fewer dollars or loss of purchasing power). Table 14 shows clearly that no manager in any of the institutions where cutbacks began prior to 1980 was in any doubt: they all agreed that a condition of financial restraint prevailed. Among the general librarians, there was also widespread agreement and in the library with the largest number of respondents (58), every single one concurred that restraint existed. Indeed, when responding managers and general librarians were tallied together, 100% of the respondents at four of the eight pre-1980 institutions said that their library was going through a period of financial restraint. In no case did fewer than three-quarters (78.57%) believe restraint to be occurring.

Among respondents from institutions that had undergone cutbacks after 1980, the pattern was similar. With the exception of Quebec, no fewer than 85% of respondents from any single library vouched for the presence of restraint. Again, virtually all managers attested to restraint, while some general librarians, again most notably in Quebec, disagreed. A full 100% of all staff at six post-1980 institutions agreed that their library was suffering.

Table 15 presents a ranked ordering of the responses to question 18. Of a total of 85 responding managers, only four did not feel that their library was undergoing restraint. Of the ten institutions where every respondent confirmed conditions of restraint, two were in Ontario, three on the Prairies, three in British Columbia, one in Quebec, and one in the Atlantic provinces. Four of these ten had been undergoing cutbacks since before 1980. Again, with the exception of the respondents from one Quebec institution, very few librarians regardless of position, geographical location, or length of restraint prevalent in their library, could remain oblivious to the fact that their institution was going through a period of financial restraint.

As to when retrenchment first occurred, almost three-fifths of the respondents (57.61%) mentioned a year between 1980 and 1985 with 1980, 1981, 1982, and 1983 (15.76%, 14.40%, 13.59%, and 10.33%, respectively) being mentioned most often (Table 16). A graphic representation of these data may be seen in Figure 2.

COMMUNICATION REGARDING RETRENCHMENT

Next, respondents were asked how they first became aware of retrenchment (question 19). Among those respondents from institutions with cutbacks prior to 1980, more managers found out from their chief librarian announcing it at a meeting than in any other way (35.29%). An announcement by a university administrator and departmental meetings were vehicles used to inform another 23.52%. No managers claimed to have been first informed through the students' paper, the newspaper, local radio or television, non-library university employees, or memo. Ten (29.41%) of the 34 responding managers said they first became aware of retrenchment by "other" means, but these were not specified (Table 17).

General librarians became aware of retrenchment in a greater variety of ways than their managers. Among the options the question made available, one-fifth (19.66%) said they found out from their supervisor, and another fifth (18.80%) from their chief librarian announcing it at a meeting. None found out about it through the students' paper, or through local television or radio. A quarter of the responding general librarians in institutions with cutbacks prior to 1980 said that they first became aware of retrenchment by "other", albeit unspecified, means. Although these patterns generally held true for individual institutions, there were some variations in the way respondents from any single institution claimed to have been first made aware of retrenchment. But the numbers involved are really too small to try to attribute much significance to these differences (Table 17).

Among respondents from institutions that underwent cutbacks post-1980, the method mentioned as being the most frequent one by which both managers (41.86%) and general librarians (30.90%) first became aware of retrenchment was through the chief librarians' announcement at a meeting. No manager became aware of retrenchment through the students' paper, the newspaper, other library employees, local radio or television, or non-library university employees. General librarians found out through all of the ways presented to them as options by the question. Thirteen of 43 managers (30.23%) and 39 of 233 general librarians (16.74%) found out by "other" unspecified means. Data for one option presented to the respondents by the question, "an announcement was posted in the library", are missing and therefore not reported (Table 17).

Respondents were next asked to indicate what steps the chief librarian took to explain to staff that the resources allocated to the library system were declining (question 20). Among those respondents from institutions with cutbacks prior to 1980, more managers (27.78%) and general librarians (25.55%) said the chief librarian used departmental meetings to inform them of declining resources than any other vehicle. Meetings of all types were used to inform over half the managers (54.16%) and almost three-fifths of the general librarians (59.03%). Only one manager and 12 general librarians claimed that the chief librarian had failed to take any steps at all to inform the staff (Table 18).

Among those libraries with cutbacks post-1980, meetings also were the method used most often to explain declining resources. Again, multiple meetings were favoured over a single session. And again, a few respondents claimed that no steps at all had been taken by the chief librarian, six managers (7.06%), and 30 general librarians (6.51%) (Table 18).

The steps the chief librarian took to explain to the library's clients that resources allocated to the library system were declining are shown in Table 19. As might be expected, written communication modes gain in importance with the memo cited as having been used most often by both managers (35.42%) and general librarians (20.56%) at institutions with pre-1980 cutbacks. Articles or notices in staff publications were the means most favoured by chief librarians in institutions with post-1980 cutbacks. Here, also, substantial numbers of managers (23.21%) and general librarians (26.07%) said no steps at all were taken by the chief librarian to keep the library's users informed.

Respondents were next asked whether they knew how the chief librarian was first informed that resources allocated to the library system would decline (question 22). In general, few staff anywhere seemed to know. In only one institution with cutbacks prior to 1980 and one with cutbacks post-1980 were more than half the respondents aware of how the chief librarian was first informed (Table 20). Both of these institutions were in British Columbia. When the institutions are ranked (Table 21), it is clear that the majority of staff in 20 of the 22 responding libraries did not know how the chief librarian was first informed of the decline in library resources.

Of those few who did know, the means used to inform the chief librarian were identified as follows: the university's budget or finance committee, the university president, the vice-president in charge of finance, the committee of deans, the rector, the vicerector in charge of finance, the university management team, the budget planning group of the university (question 23). The responses appear to fall into two groups: those that indicate the chief librarian was informed by his or her supervisor in the university's administrative structure, and those that indicate that the chief librarian is a part of the budgeting team of the university and was actively involved in the process as it occurred.

RETRENCHMENT AND SURPLUS EXPERTISE

When respondents were asked whether they knew if retrenchment in their library system had resulted in a surplus of library expertise (question 24), most said "no" with the largest percentage of negative answers coming from respondents in institutions that experienced cutbacks post-1980 (Table 22). A ranking of the responses shows that no fewer than three-quarters of the staff at 19 of the 22 responding CARL libraries felt that no surplus of library expertise had resulted. Of the three remaining institutions, one was in the Atlantic provinces, one in B.C., and one in Ontario (Table 23).

When those respondents who had answered "yes" to question 24 were asked whether the surplus of library expertise had been put to work elsewhere in the university, answers differed widely from institution to institution with respondents at three institutions not answering the question at all (question 25). Since the number of respondents answering this question was so few, it is perhaps wisest to present the data (Tables 24 and 25) but refrain from investing it with undue significance.

The few who said that the surplus of library expertise had indeed been put to work elsewhere in the library, responded to question 26 by naming only two places: college libraries (as opposed to the main university library), and the registrar's office. An additional few said they did not know where the surplus had been absorbed.

POLICIES REGARDING RETRENCHMENT

Respondents were next asked whether their library had formulated a policy to deal with financial restraint (question 27). At half the libraries that had experienced cutbacks prior to 1980 as well as at half of those with post 1980 cutbacks, two-thirds or more of the respondents offered the opinion that a restraint policy existed at their institution (Table 26). A minimum of 20% of respondents at each institution said that a restraint policy did not exist and at some institutions this negatively responding faction rose to over three-fifths of the staff (Table 27).

When asked to state the policy, if it existed, in their own words, respondents supplied a variety of answers depending on their position and department. Generally, the aspects covered by policies fell into the following categories: staffing, organizational or departmental structure, services provided to users, acquisitions and collection development, automation, equipment and supplies, building maintenance, and administrative processes and behaviours. The following samples convey the overall flavour of the responses.

> Staffing:
>
> Replace full-time with part-time staff but rely on attrition and retirements as much as possible to deplete staff. Hire new staff on term appointments or on a temporary basis. Encourage leaves of absence without pay and reduce hours of work. Encourage job-sharing. Do not replace staff who resign. Every new position needs to be justified.
>
> Acquisitions and collection development:
>
> Exercise much greater restraint in selecting books. Eliminate duplicate subscriptions. Eliminate blanket approval plans. Review standing orders with a view to cancellation. Enforce moratorium on new standing orders. Discard books that are not read frequently. Transfer infrequently read journals to microfiche. Borrow on ILL rather than purchase whenever possible. Avoid any acquisitions that will necessitate physical expansion of the library.

Or, as one respondent said with reference to policy in these two areas: "Cancel, cancel, discard, and hope everyone will retire early." Other pithy answers that may be seen as summing up majority opinion are: "Do with less" and "Automate everything."

Despite severe and lasting financial restraint in the work place, academic librarians view their calling as a career which is affected by a number of variables. Some variables or factors critical to achieving career success are surprising and greatly encouraging, others are more in keeping with what one might expect from any professional in practice or in management.

Respondents were asked to name five factors which they viewed as important to their career (question 16). Hard work was the most frequently mentioned followed by leadership with 291 (11.64%) and 261 (10.44%) mentions respectively (Table 28). Getting along with others, concern for results, and experience ranked third, fourth and fifth with 219 (8.76%), 214 (8.56%) and 211 (8.44%) mentions respectively. Desire for responsibility and technical expertise were also mentioned by over 200 (8.00%) respondents.

The factors named were ranked by the respondents (question 17). For 88 (17.50%) of the respondents, hard work ranked as the most important, leadership was the first choice for 81 (16.10%) others and ranked second for that group (Table 28). Ambition, which did not appear in the list of 200 or more mentions above, is number one for 60 (11.93%) of our academic librarians (r=3). Technical expertise and experience were selected as most important by 48 (9.54%) and 47 (9.34%) respondents respectively as shown in Table 28 and ranked fourth and fifth respectively in Table 29. The combination of the factors said to be most important and second most important by the respondents yield hard work and leadership as number one and two respectively (Table 30). Ambition falls to number six and is replaced as number three by technical expertise followed by concern for results, which had been absent from the previous list and shares the number four spot with experience.

Hard work and leadership remain the two most critical factors in achieving success as a career librarian. Hard work may not be a controversial finding, but leadership may be so when one considers the image of the librarian as reflected in the professional literature.

As expected, the two groups which make up the respondents, the managers and the general librarians, showed some similar and some divergent results. The similarity was expected because of the shared education and professional values; the diversity, it was supposed, would stem from the nature of the work, i.e., management responsibilities would affect how one looks at career success. Table 28 shows both tendencies clearly. On the one hand both groups believe that hard work and leadership are the two most important attributes for career success, and while the ranks are reversed, the percentage of the respondents in each category is almost identical: 32.1% for managers [(15 + 12) ÷ 84] and 33.9% for general librarians [(76 + 66) ÷ 419]. The third, fourth, and fifth largest groups of managers declared concern for results, desire for responsibility, and integrity respectively to be their most important factor in achieving career success. The third, fourth, and fifth largest groups of general librarians viewed ambition, technical expertise, and experience as most important for career success.

Appearance, seniority, and gender were considered least important to career success: they ranked last, penultimate, and third from the bottom respectively in the number of mentions received (Table 28). No manager mentioned any of the three as the most important factor, and only one, four, and three general librarians respectively chose them as the most important to succeed in librarianship. One factor which fared disappointingly from our point of view was political acumen. A mere 6.0% (60 respondents) chose it as the most or second most important success factor. The proportion of general librarians is slightly larger than that of managers. Overall, political acumen received 30 mentions from managers and 125 from general librarians or (155/2499) 6.2% of all mentions.

It is the contention of this study that financial constraint affects the management and the personnel of academic libraries differently over time. The perception of the librarians as to the most important factors which affect career success is different when the respondents are grouped as pre-1980 and post-1980 clusters. Leadership, hard work, concern for results, ambition, and experience are the most important factors mentioned by the pre-1980 respondents; they rank from one to five respectively (Tables 31 and 32). In the post-1980 cluster, four of the same five factors reappear but in quite a different sequence. It would seem that where financial constraint has been in place longest, concern for results is more pronounced; in the post-1980 cluster it ranked 6.5 compared to 3.5 for the pre-1980 sub-group. Technical expertise loses its primacy when financial constraint persists over time. In the post-1980 cluster that factor ranks third and shares with political acumen the rank of 8.5 in the pre-1980 subgroups.

The general librarians in the two sub-groups have ranked the various factors somewhat differently, yet the most important factors in both cases are ambition, leadership, experience, and hard work. Clearly for the two groups hard work loses precedence to other factors as the most or the second most important measure of career success as financial restraint persists. Those who manage in institutions which have struggled under financial constraint for a long time think that career success is a function of concern for results and integrity, whereas the equivalent personnel attribute career success to leadership and hard work in libraries more recently experiencing financial constraint.

It is interesting to note that when the most important and the next most important factors in career success are combined, ambition makes fourth. Leadership and hard work rank high in both the pre- and the post-1980 groups, while technical expertise, which is third in the post-1980 group, appears down at 6.5 in the pre-1980 cluster. Table 32, depicting the ranks for the management groups and the general librarians in the pre- and post-1980 periods, shows a fair amount of similarity on the whole, but also clearly indicates tremendous differences in career success perception. We are not in the presence of a cause and effect situation, but it is difficult to argue that financial constraint is not a strong contributing factor.

CENTRALIZATION, FORMALIZATION, AND COMPLEXITY OF ORGANIZATIONAL STRUCTURE IN PARTICIPATING LIBRARIES

The purpose of this part of the study is to see how retrenchment has affected the organizational structure and the professional personnel of academic research libraries. If a consistent pattern can be established, it will serve as a predictor of things to come in libraries where retrenchment is relatively new. This section deals only with the organizational structure. The structural variables used here are centralization, formalization, and complexity. Centralization, i.e., how the power is distributed in the organization, is measured using two indices. The first, developed by Hage and Aiken (1970), is based on the degree of participation in decision making, the second the hierarchy of authority, on the examination of the decisions involving the performance of specific jobs. The latter is based on the work of Hall (1963, pp. 32-40), as expanded by Hage and Aiken (1970). Formalization comprises five components: job codification, rule observation, rule manual, job descriptions, and job specificity. Complexity is measured by Hage and Aiken using three indices: occupational specialties, professional training, and professional activity. Mittermeyer (1984, pp. 212-220) made a good case against using occupational specialties as a measure of complexity in libraries. The present study contented itself with the other two indices; that is, professional training and professional activity, even though Mittermeyer (1984, pp. 221-223) also had strong doubts about the professional training index as an organizational measure of complexity in libraries.

The measure of staff participation in the library decision making process (first index of centralization) is made up of statements to which respondents answer "always", "often", "sometimes, "seldom", or "never" (question 8). Numerical scores from one (high participation) to five (low participation) were assigned to the answers. The hierarchy of authority, (question 11 in part) the second index of centralization, is measured by responses to questions varying from one (definitely true) to four (definitely false). A low score indicates a high degree of hierarchy of authority, a high score a low degree.

Our unit of analysis is the organization so individual scores from one library are aggregated into one single score for the institution. The libraries have been divided into two groups: those whose financial restraint began prior to 1980, and those whose cutbacks started in 1980 or later according to the respondents' perception (question 18). Although somewhat arbitrary, the division was an attempt to establish a benchmark from which prediction could be made. Table 33 represents the level of participation in the decision making process (question 8). When those scores are averaged for each of the two groups, they indicate that participation diminishes as libraries' cutbacks last, 43.12 after 1980 compared to 44.24 before 1980 (Table 33). Perversely on the second index, hierarchy of authority, the trend is in the opposite direction. There appears to be less hierarchy of authority, i.e., more participation in the libraries which have experienced cutbacks the longest, 16.29 before 1980 to 16.10 after 1980 (Table 34).

In view of the contradictory results obtained from the two measures of centralization, it is best to concede that there is little difference between the two groups of libraries in terms of degree of centralization. This judgment is reinforced when one considers the view held by the personnel in these institutions (question 12). The personnel in libraries which have experienced cutbacks the longest view their institutions to be just as centralized as those in which the cutbacks have been felt since 1980; this is demonstrated by scores of 2.27 and 2.31 respectively, where a score of one means highly centralized, two centralized, three decentralized, and four highly decentralized. The score 2.5 would be the point exactly between centralized and decentralized (Table 35). Other data which bear on participation are those gathered through question 13. These data suggest that the respondents from the long-suffering libraries believe that their opinions count somewhat less in decision making than those of their colleagues in institutions whose cutbacks are post-1980, scores of 2.82 and 2.70 respectively. The difference is not large, but is in the right direction (Table 36).

When we turn to centralization as represented by the type of final decisions which staff can make without reference to a higher authority (question 9), we find a wide margin between the pre-1980 score and the post-1980 score, 4.16 and 3.58 respectively (Table 37).

In summary, even though the scores are not far apart, they represent, when looked at together, a difference in the degree of centralization between the two groups. We can safely conclude that centralization increases as retrenchment persists or put somewhat differently, participation in the decision making process is reduced the longer retrenchment exists (Table 38).

This finding is disturbing and may be the portent of some trouble ahead for academic librarians who truly believe that staff participation in management contributes to staff satisfaction, to improved performance, and to faster implementation of change. Table 39 (question 14) is unequivocal in depicting the perception of the respondents about staff involvement. Even when their opinion is tested using a broader approach as in the case with the fourth statement, academic librarians in almost four cases out of five (78.92%) believe that the importance of staff participation has not been exaggerated. If the structure of libraries becomes more centralized as retrenchment persists, we may find a certain reduction in staff performance and commitment. Should that happen, service is likely to be affected negatively and may in turn lead to further cutbacks as the traditional users of the academic libraries lose their confidence in the professional staff. Seven out of ten respondents (70.1%) claim that their jobs let them assume as much responsibility as they want (Table 40). A cynic might argue that the figures only mirror a low level of want on the part of the respondents. We have no indication that this is so.

In his "Axiomatic Theory of Organizations," Hage (1965) related eight organizational variables to one another and established seven two-variable propositions from which he derived a series of corollaries, one of which is: "The higher the centralization, the higher the formalization." Formalization was measured by how the jobs were defined, and by who enforces who does what, when, and where. A high score means high formalization. Predictably, from Hage's corollary on the one hand and our results on the centralization measures on the other, formalization should show no marked differences between the two groups of libraries. Indeed they do not (questions 10 and 11 in part): the scores are 2.34, [(2.19 + 2.49) ÷ 2], for pre-1980 retrenchment and 2.29, [(2.09 + 2.47) ÷ 2], for post-1980, too small to be significant even though they are in the right direction (Table 41).

It is interesting to note in passing that there appears to be no unanimity in any of our libraries about the existence of a written statement of the libraries' goals and objectives (Table 42). Nevertheless in three instances, (37.5%) in pre-1980 libraries and in an additional two instances (14.3%) in post-1980 libraries, more than 90% of the staff agree on the existence or the non-existence of the statement. It is puzzling that 46 respondents chose not to answer the question at all. Presumably this is not a question which is either controversial or apt to demand a great deal of reflexion or research before answering, and consequently we had not provided respondents with any alternative to the Yes/No dichotomy.

Table 42 indicates that managers agree without exception in 8 of the 22 libraries that their library indeed has a written statement of goals and objectives. Managers at four other institutions are unanimous in their opinion that their institution does not have such a written statement. General librarians seem to be less certain about whether or not such a statement exists, although more feel that it does than that it does not.

The two measures of complexity used in this study are professional training and professional activity. The professional training comprises the highest degree earned in library science (question 46) and the highest degree earned in an academic field other than library science (question 47). Each of the degrees is given a numerical score, e.g., M.L.S. = 3, the scores are summed and divided by the number of respondents producing an institutional score (Table 43). The professional activity is a composite of the number of professional associations one belongs to (question 48), the number of annual meetings attended (question 49), the number of papers presented before one's colleagues (question 50), and the number of elected offices held (question 51) (Table 44). Scores represent the addition of the number of organizations, meetings, papers, and offices a respondent has listed.

Most librarians hold more than two academic degrees. This is indicated by the majority of institutional scores over 2.00. In five institutions the scores are below 2.00. Four of these are in Ontario, and one is in Quebec. The pre-1980 libraries have more degrees per librarians than do the post-1980 ones (2.22 and 2.16 respectively), a mere 3% difference (Table 43).

The average score for all institutions on the professional activities scale is 6.85 (Table 44). One-half of the pre-1980 libraries fall below the average, while just over two-thirds of the post-1980 ones are in the same situation. Of the four institutions most prolific in terms of professional activities, two are on the Prairies, one in B.C., and one in Quebec. Of the six scoring the lowest, or under 5.00, one is in B.C., two are in

Ontario, and three are in Quebec. The post-1980 libraries have a greater average score than the pre-1980 ones (7.05 and 6.49 respectively) (Table 44). It may be that as cutbacks endure, librarians find that their additional responsibilities prevent them from being as active in the profession as their colleagues in less beleaguered libraries.

CONCLUSION

Library managers must understand the dynamics of organizational decline management if they are to continue to provide the service that scholars and students need to pursue their intellectual and professional activities. Decline is not a process that is to be addressed philosophically or moralistically, but rather as a behavioural phenomenon to be understood dynamically. By putting decline in perspective and by examining its effects coolly and systematically, it is hoped that this study will have helped to restore in the research libraries of Canada a sense of mission at a time when library managers must redouble their efforts to negotiate a place for the library among the competing creators and purveyors of information.

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Figure 1

AGE DISTRIBUTION BY TYPE OF LIBRARIAN

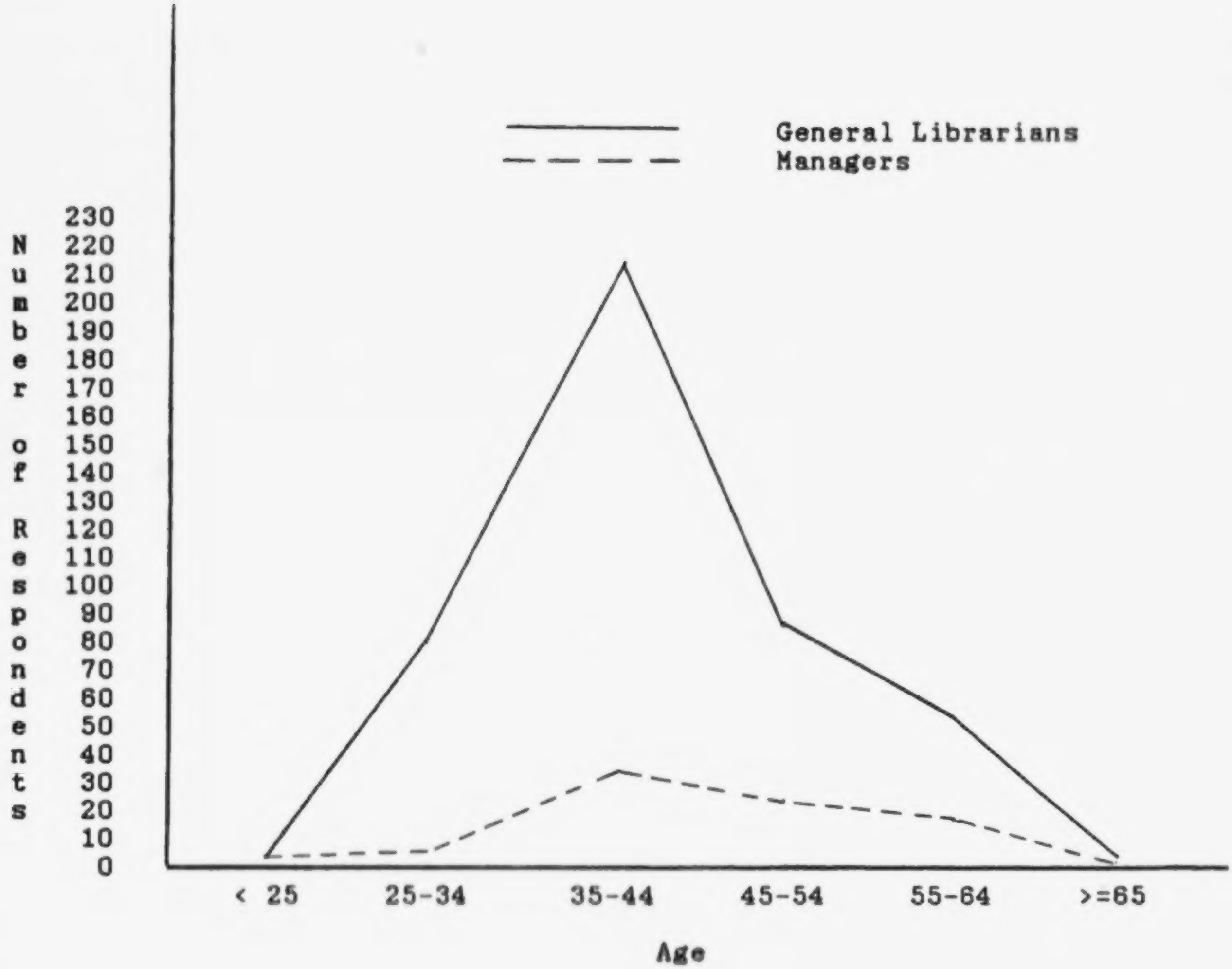

Figure 2

RESPONDENTS' OPINION AS TO THE YEAR RETRENCHMENT FIRST OCCURRED IN THEIR LIBRARY

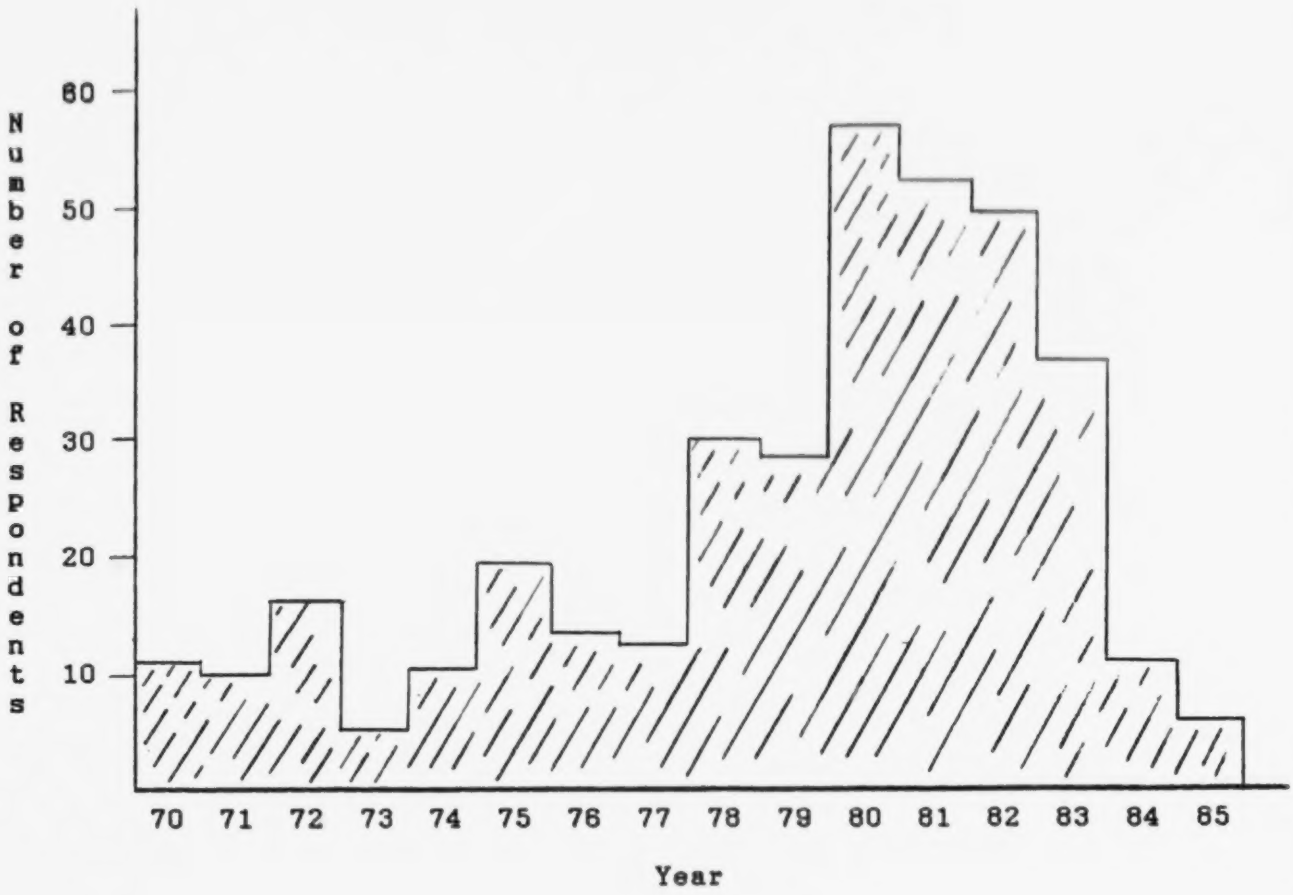

TABLE 1

PARTICIPANTS BY COOPERATING LIBRARY

Library	Number of Prof. Staff	Usable Questionnaires rec'd	
		Number	Per Cent
B.C. 1	36	16	44.44
B.C. 2	109	34	31.19
B.C. 3	31	21	67.74
Prairies 1	22	9	40.90
Prairies 2	49	23	47.43
Prairies 3	33	17	51.51
Ontario 1	39	26	66.66
Ontario 2	51	26	50.98
Ontario 3	25	14	56.00
Ontario 4	32	14	43.75
Ontario 5	103	61	59.22
Ontario 6	44	20	45.45
Ontario 7	34	17	50.00
Ontario 8	46	28	60.86
P.Q. 1	38	28	73.68
P.Q. 2	73	31	42.46
P.Q. 3	78	37	47.43
P.Q. 4	40	23	57.50
P.Q. 5	73	33	45.20
Atlantic 1	34	17	50.00
Atlantic 2	26	14	53.84
Atlantic 3	32	14	43.75
Total	1,048	523	49.90%

TABLE 2

RESPONDENTS' OCCUPATIONAL CATEGORIES

Library	Technical Services		Public Services		Other		Systems	
	No.	%	No.	%	No.	%	No.	%
Cutbacks Pre-1980								
Ontario 1	7	25.9	12	44.4	3	11.1	1	3.7
Ontario 2	11	44.0	8	32.0	6	24.0	0	0.0
Ontario 3	5	35.7	8	57.1	1	7.1	0	0.0
Ontario 4	0	0.0	8	57.1	3	21.4	3	21.4
Ontario 5	15	24.6	32	52.5	11	18.0	3	4.9
Ontario 6	4	20.0	11	55.0	5	25.0	0	0.0
Prairies 1	3	33.3	3	33.3	2	22.2	1	11.1
B.C. 1	6	40.0	9	60.0	0	0.0	0	0.0
Total	51	27.6	91	49.2	31	16.7	8	4.3
Cutbacks Post-1980								
Ontario 7	5	29.4	6	35.3	2	11.8	4	23.5
P.Q. 1	7	25.9	16	59.3	3	11.1	0	0.0
P.Q. 2	10	33.3	11	36.7	6	20.0	1	3.3
P.Q. 3	8	22.9	13	37.1	14	40.0	0	0.0
P.Q. 4	8	34.8	11	47.8	4	17.4	0	0.0
Atlantic 1	2	11.8	13	76.5	1	5.9	1	5.9
Atlantic 2	5	35.7	8	57.1	1	7.1	0	0.0
Prairies 2	5	21.7	10	43.5	7	30.4	0	0.0
Ontario 8	5	18.5	9	33.3	12	44.4	1	3.7
P.Q. 5	6	17.1	17	48.6	11	31.4	1	2.9
Atlantic 3	2	14.3	11	78.6	1	7.1	0	0.0
Prairies 3	2	12.5	10	62.5	3	18.7	0	0.0
B.C. 2	4	11.7	20	58.8	8	23.5	1	2.9
B.C. 3	6	28.6	11	52.4	3	14.3	1	4.8
Total	75	22.5	166	49.8	76	22.8	10	3.0
Grand Total	126	24.3	257	49.6	107	20.6	18	3.5

TABLE 2
(cont'd)

	Combined		Total	
	No.	%	No.	%
Ontario 1	4	14.8	27	99.9
Ontario 2	0	0.0	25	100.0
Ontario 3	0	0.0	14	99.9
Ontario 4	0	0.0	14	99.9
Ontario 5	0	0.0	61	100.0
Ontario 6	0	0.0	20	100.0
Prairies 1	0	0.0	9	99.9
B.C. 1	0	0.0	15	100.0
Total	4	2.2	185	100.0
Ontario 7	0	0.0	17	100.0
P.Q. 1	1	3.7	27	100.0
P.Q. 2	2	6.7	30	100.0
P.Q. 3	0	0.0	35	100.0
P.Q. 4	0	0.0	23	100.0
Atlantic 1	0	0.0	17	100.0
Atlantic 2	0	0.0	14	99.9
Prairies 2	1	4.3	23	99.9
Ontario 8	0	0.0	27	99.9
P.Q. 5	0	0.0	35	100.0
Atlantic 3	0	0.0	14	100.0
Prairies 3	1	6.2	16	99.9
B.C. 2	1	2.9	34	99.8
B.C. 3	0	0.0	21	100.1
Total	6	1.8	333	99.9
Grand Total	10	1.9	518	99.9

TABLE 3

RESPONDENTS' JOB STATUS

	Full Time			Part Time			Total		
Library	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980									
Ontario 1	6	21	27	-	-	-	6	21	27
Ontario 2	9	17	26	-	-	-	9	17	26
Ontario 3	6	8	14	-	-	-	6	8	14
Ontario 4	3	10	13	-	1	1	3	11	14
Ontario 5	2	52	54	-	6	6	2	58	60
Ontario 6	4	15	19	-	1	1	4	16	20
Prairies 1	2	7	9	-	-	-	2	7	9
B.C. 1	4	11	15	-	1	1	4	12	16
Total	36	141	177	0	9	9	36	150	186
Cutbacks Post-1980									
Ontario 7	1	16	17	-	-	-	1	16	17
P.Q. 1	1	27	28	-	-	-	1	27	28
P.Q. 2	4	24	28	-	2	2	4	26	30
P.Q. 3	3	33	36	-	-	-	3	33	36
P.Q. 4	4	19	23	-	-	-	4	19	23
Atlantic 1	2	13	15	1	1	2	3	14	17
Atlantic 2	4	10	14	-	-	-	4	10	14
Prairies 2	3	18	21	-	2	2	3	20	23
Ontario 8	6	21	27	-	-	-	6	21	27
P.Q. 5	-	35	35	-	-	-	-	35	35
Atlantic 3	4	10	14	-	-	-	4	10	14
Prairies 3	4	12	16	-	-	-	4	12	16
B.C. 2	2	30	32	-	1	1	2	31	33
B.C. 3	10	10	20	-	1	1	10	11	21
Total	48	278	326	1	7	8	49	285	334
Grand Total	84	419	503	1	16	17 3.3 %	85	435	520

M = managers G = general librarians T = total

TABLE 4

UNION STATUS OF RESPONDENTS' POSITIONS

Library	Unionized			Non-Unionized			Total		
	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980									
Ontario 1	0	0	0	6	21	27	6	21	27
Ontario 2	0	0	0	9	17	26	9	17	26
Ontario 3	5	7	12	1	0	1	6	78	13
Ontario 4	0	7	7	3	4	7	3	11	14
Ontario 5	0	0	0	2	59	61	2	59	61
Ontario 6	0	0	0	4	16	20	4	16	20
Prairies 1	0	7	7	1	0	1	1	7	8
B.C. 1	0	0	0	4	12	16	4	12	16
Total	5	21	26 (14.1%)	30	129	159 (85.9%)	35	150	185
Cutbacks Post-1980									
Ontario 7	0	0	0	1	15	16	1	15	16
P.Q. 1	0	22	22	1	5	6	1	27	28
P.Q. 2	0	0	0	4	26	30	4	26	30
P.Q. 3	0	20	20	3	13	16	3	33	36
P.Q. 4	1	18	19	3	1	4	4	19	23
Atlantic 1	2	14	16	1	0	1	3	14	17
Atlantic 2	4	10	14	0	0	0	4	10	14
Prairies 2	5	17	19	1	3	4	3	20	23
Ontario 8	5	20	25	1	1	2	6	21	27
P.Q. 5	0	1	1	0	34	34	–	35	35
Atlantic 3	0	0	0	0	10	14	4	10	14
Prairies 3	0	4	4	4	8	12	4	12	16
B.C. 2	0	1	1	2	29	31	2	30	33
B.C. 3	0	0	0	10	10	20	10	10	20
Total	14	127	141 (42.5%)	35	155	190 (57.4%)	49	282	331
Grand Total	19 (22.6%)	148 (34.3%)	167 (32.4%)	65	284	349	84	432	516

M = managers G = general librarians T = total

TABLE 5

PROFESSIONAL AND SUPPORT STAFF
WHO REPORT TO RESPONDENTS

Number of Staff Super- vised	Respondents Who Supervise					
	Professionals (n = 170)			Support (n = 308)		
	No.	%	Cum.%	No.	%	Cum.%
1	41	24.1	24.1	73	23.7	23.7
2	31	18.2	42.3	45	14.6	38.3
3	27	15.9	58.2	36	11.7	50.0
4	17	10.0	68.2	28	9.1	59.1
5	13	7.6	75.8	23	7.5	66.6
6	11	6.5	82.3	17	5.5	72.1
7	5	2.9	85.2	11	3.6	75.7
8	6	3.5	88.7	12	3.9	79.6
9	4	2.4	91.1	9	2.9	82.5
10	2	1.2	92.3	10	3.2	85.7
11	3	1.8	94.1	3	1.0	86.7
12	4	2.4	96.5	6	1.9	88.6
13	1	0.6	97.1	4	1.3	89.9
14	2	1.2	98.3	4	1.3	91.2
15	0	0.0	98.3	2	0.7	91.9
16	1	0.6	98.9	2	0.7	92.6
17	1	0.6	99.5	1	0.3	92.9
18	0	0.0	99.5	3	1.0	93.9
19	0	0.0	99.5	2	0.7	94.6
20-60	1	0.6	100.1	17	5.5	100.1
Total	170	100.1		308	100.1	

TABLE 6

PROFESSIONAL AND SUPPORT STAFF WHO REPORT DIRECTLY TO THE RESPONDENTS

Number of Respondents	Number of Prof. Staff	Number of Support Staff
1	41	73
2	62	90
3	81	108
4	68	112
5	65	115
6	66	102
7	35	77
8	48	96
9	36	81
10	20	100
11	33	33
12	48	72
13	13	52
14	28	56
15	0	30
16	16	32
17	17	17
18	0	54
19	0	38
20-60	22	524
Total	699	1,862

TABLE 7

JOB ACTIVITIES IN TERMS OF TIME SPENT ON THEM BY RESPONDENTS

Job Activity	Most Time		Some Time		Least Time		Total	
	No.	%	No.	%	No.	%	No.	%
Supervision of Subordinates	36	7.0	68	13.9	98	22.0	202	14.0
Admin. other than supervision	104	20.3	90	18.4	75	16.9	269	18.6
Public Serv.	168	32.7	77	15.8	58	13.0	303	20.9
Collection Development	76	14.8	128	26.2	61	13.7	265	18.3
Technical Services	79	15.4	47	9.6	44	9.9	170	11.8
Automation	25	4.9	30	6.1	54	12.1	109	7.6
Other	25	4.9	49	10.0	55	12.4	125	8.9
Total	513	100.0	489	100.0	445	100.4	1447	100.0

TABLE 8

JOB ACTIVITIES IN TERMS OF TIME SPENT ON THEM BY RESPONDENTS AT INSTITUTIONS WITH PRE-1980 AND POST-1980 CUTBACKS

	Supervision											
	1st			2nd			3rd			Total		
Library	M	G	T	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980												
Ontario 1	0	2	2	1	3	4	3	5	8	4	10	14
Ontario 2	0	1	1	2	2	4	4	2	6	6	5	11
Ontario 3	0	1	1	0	0	0	2	2	4	2	3	5
Ontario 4	1	1	2	0	1	1	2	1	3	3	3	6
Ontario 5	0	4	4	0	9	9	1	8	9	1	21	22
Ontario 6	0	0	0	0	2	2	2	3	5	2	5	7
Prairies 1	0	1	1	0	0	0	0	0	0	0	1	1
B.C. 1	1	0	1	0	1	1	2	4	6	3	5	8
Total	2	10	12	3	18	21	16	25	41	21	53	74
Cutbacks Post-1980												
Ontario 7	0	2	2	0	2	2	0	1	1	0	5	5
P.Q. 1	0	0	0	0	4	4	0	4	4	0	8	8
P.Q. 2	0	1	1	1	4	5	1	6	7	2	11	13
P.Q. 3	0	4	4	0	7	7	1	9	10	1	20	21
P.Q. 4	0	2	2	2	1	3	1	4	5	3	7	10
Atlantic 1	0	0	0	0	1	1	0	2	2	0	3	3
Atlantic 2	0	1	1	0	1	1	2	3	5	2	7	7
Prairies 2	1	1	2	0	2	2	1	1	2	2	4	6
Ontario 8	0	0	0	2	8	10	2	1	3	4	9	13
P.Q. 5	0	4	4	0	5	5	0	1	1	0	10	10
Atlantic 3	0	0	0	1	3	4	0	2	2	1	5	6
Prairies 3	2	3	5	0	0	0	1	4	5	3	7	10
B.C. 2	0	3	3	0	2	2	0	6	6	0	11	11
B.C. 3	0	0	0	1	0	1	1	3	4	2	3	5
Total	3	21	24	7	40	47	10	47	57	20	108	128
Grand Total	5	31	36	10	58	68	26	72	98	41	161	202

M = managers   G = general librarians   T = total

TABLE 8
(cont'd)

	Administration other than supervision											
	1st			2nd			3rd			Total		
Library	M	G	T	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980												
Ontario 1	4	2	6	0	7	7	1	4	5	5	13	18
Ontario 2	6	1	7	2	2	4	0	2	2	8	5	13
Ontario 3	0	0	0	2	1	3	1	3	4	3	4	7
Ontario 4	0	0	0	3	2	5	0	1	1	3	3	6
Ontario 5	1	7	8	1	11	12	0	9	9	2	27	29
Ontario 6	4	4	8	0	1	1	0	4	4	4	9	13
Prairies 1	1	0	1	1	2	3	0	2	2	2	4	6
B.C. 1	2	2	4	2	0	2	0	1	1	4	3	7
Total	18	16	34	11	26	37	2	26	28	31	68	99
Cutbacks Post-1980												
Ontario 7	0	3	3	1	1	2	0	4	4	1	8	9
P.Q. 1	0	5	5	0	3	3	1	6	7	1	14	15
P.Q. 2	1	8	9	1	6	7	1	1	2	3	15	18
P.Q. 3	2	7	9	0	7	7	0	3	3	2	17	19
P.Q. 4	2	0	2	0	1	1	0	3	3	2	4	6
Atlantic 1	2	1	3	1	1	2	0	4	4	3	6	9
Atlantic 2	1	1	2	3	3	6	0	2	2	4	6	10
Prairies 2	1	4	5	1	2	3	1	2	3	3	8	11
Ontario 8	4	4	8	0	1	1	0	3	3	4	8	12
P.Q. 5	0	6	6	0	4	4	0	3	3	0	13	13
Atlantic 3	1	2	3	1	1	2	1	1	2	3	4	7
Prairies 3	2	2	4	1	3	4	1	0	1	4	5	9
B.C. 2	2	3	5	0	8	8	0	7	7	2	18	20
B.C. 3	5	1	6	3	0	3	1	2	3	9	3	12
Total	23	47	70	12	41	53	6	41	47	41	129	170
Grand Total	41	63	104	43	67	90	8	67	75	72	197	269

M = managers   G = general librarians   T = total

TABLE 8
(cont'd)

	Public Services											
	1st			2nd			3rd			Total		
Library	M	G	T	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980												
Ontario 1	0	8	8	0	2	2	1	3	4	1	13	14
Ontario 2	2	4	6	2	4	6	0	4	4	4	12	16
Ontario 3	5	1	6	0	2	2	0	0	0	5	3	8
Ontario 4	0	6	6	0	1	1	0	2	2	0	9	9
Ontario 5	0	19	19	0	7	7	0	5	5	0	31	31
Ontario 6	0	5	5	1	6	7	0	1	1	1	12	13
Prairies 1	0	3	3	0	0	0	1	0	1	1	3	4
B.C. 1	0	7	7	1	1	2	0	0	0	1	8	9
Total	7	53	60	4	23	27	2	15	17	13	91	104
Cutbacks Post-1980												
Ontario 7	0	4	4	0	2	2	0	2	2	0	8	8
P.Q. 1	0	12	12	0	3	3	0	4	4	0	19	19
P.Q. 2	0	7	7	0	1	1	0	3	3	0	11	11
P.Q. 3	0	7	7	0	3	3	1	8	9	1	18	19
P.Q. 4	0	9	9	0	2	2	2	0	2	2	11	13
Atlantic 1	0	10	10	2	2	4	1	0	1	3	12	15
Atlantic 2	1	5	6	1	2	3	0	0	0	2	7	9
Prairies 2	0	8	8	0	2	2	0	6	6	0	16	16
Ontario 8	1	3	4	1	4	5	1	4	5	3	11	14
P.Q. 5	0	10	10	0	6	6	0	1	1	0	17	17
Atlantic 3	0	5	5	0	1	1	1	1	2	1	7	8
Prairies 3	0	4	4	0	4	4	1	2	3	1	10	11
B.C. 2	0	15	15	2	8	10	0	2	2	2	25	27
B.C. 3	0	7	7		1	4	1	0	1	4	8	12
Total	2	106	108	9	41	50	8	33	41	19	180	199
Grand Total	9	159	168	13	64	77	10	48	58	32	271	303

M = managers G = general librarians T = total

TABLE 8
(cont'd)

	Collection Development											
	1st			2nd			3rd			Total		
Library	M	G	T	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980												
Ontario 1	0	1	1	2	6	8	0	5	5	2	12	14
Ontario 2	1	9	10	1	3	4	0	1	1	2	13	15
Ontario 3	0	2	2	2	1	3	0	0	0	2	3	5
Ontario 4	0	1	1	0	3	3	0	2	2	0	6	6
Ontario 5	0	19	19	0	11	11	0	5	5	0	25	25
Ontario 6	0	4	4	1	3	4	0	1	1	1	8	9
Prairies 1	0	0	0	1	3	4	0	0	0	1	3	4
B.C. 1	1	1	2	0	4	4	0	3	3	1	9	10
Total	2	27	29	7	34	41	0	17	17	9	79	88
Cutbacks Post-1980												
Ontario 7	0	0	0	0	2	2	0	4	4	0	6	6
P.Q. 1	0	4	4	0	9	9	0	4	4	0	17	17
P.Q. 2	0	5	5	0	7	7	0	2	2	0	14	14
P.Q. 3	0	5	5	2	7	9	0	2	2	2	14	16
P.Q. 4	1	1	2	1	8	9	0	1	1	2	10	12
Atlantic 1	1	1	2	0	8	8	2	3	5	3	12	15
Atlantic 2	1	2	3	0	0	0	1	1	2	2	3	5
Prairies 2	0	2	2	1	10	11	0	1	1	1	13	14
Ontario 8	0	6	6	2	2	4	1	3	4	3	11	14
P.Q. 5	0	6	6	0	7	7	0	6	6	0	19	19
Atlantic 3	3	1	4	0	3	3	1	4	5	4	8	12
Prairies 3	0	3	3	2	2	4	0	1	1	2	6	8
B.C. 2	0	4	4	0	8	8	0	5	5	0	17	17
B.C. 3	1	0	1	1	5	6	2	0	2	4	5	9
Total	7	40	47	9	78	87	7	37	44	23	155	178
Grand Total	9	67	76	16	112	128	7	54	61	32	234	266

M = managers G = general librarians T = total

TABLE 8
(cont'd)

	Technical Services											
	1st			2nd			3rd			Total		
Library	M	G	T	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980												
Ontario 1	0	7	7	0	1	1	1	1	2	1	9	10
Ontario 2	0	2	2	1	2	3	1	3	4	2	7	9
Ontario 3	1	4	5	0	1	1	0	0	0	1	5	6
Ontario 4	0	0	0	0	1	1	0	2	2	0	3	3
Ontario 5	0	12	12	0	6	6	0	4	4	0	22	22
Ontario 6	0	2	2	0	0	0	1	1	2	1	3	4
Prairies 1	1	2	3	0	1	1	0	1	1	1	4	5
B.C. 1	0	2	2	1	1	2	0	0	0	1	3	4
Total	2	31	33	2	13	15	3	12	15	7	56	63
Cutbacks Post-1980												
Ontario 7	0	1	1	0	4	4	0	2	2	0	7	7
P.Q. 1	0	2	2	0	4	4	0	1	1	0	7	7
P.Q. 2	0	6	6	0	3	3	0	1	1	0	8	8
P.Q. 3	0	6	6	0	4	4	1	3	4	1	13	14
P.Q. 4	0	7	7	0	1	1	0	0	0	0	8	8
Atlantic 1	0	2	2	0	1	1	0	1	1	0	4	4
Atlantic 2	0	1	1	0	1	1	1	2	3	1	4	5
Prairies 2	0	4	4	0	1	1	1	3	4	1	8	9
Ontario 8	0	8	8	1	0	1	1	1	2	2	9	11
P.Q. 5	0	4	4	0	6	6	0	4	4	0	14	14
Atlantic 3	0	1	1	0	1	1	0	0	0	0	2	2
Prairies 3	0	0	0	0	1	1	0	1	1	0	2	2
B.C. 2	0	3	3	0	2	2	0	4	4	0	9	9
B.C. 3	1	2	3	1	1	2	2	0	2	4	3	7
Total	1	45	46	2	30	32	6	23	29	9	98	107
Grand Total	3	76	79	4	43	47	9	35	44	16	154	170

M = managers   G = general librarian   T = total

TABLE 8
(cont'd)

	Automation											
	1st			2nd			3rd			Total		
Library	M	G	T	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980												
Ontario 1	1	1	2	0	1	1	0	1	1	1	3	4
Ontario 2	0	0	0	1	1	2	2	1	3	3	2	5
Ontario 3	0	0	0	0	0	0	0	0	0	0	0	0
Ontario 4	1	3	4	0	1	1	1	0	1	2	4	6
Ontario 5	0	2	2	1	3	4	0	2	2	1	7	8
Ontario 6	0	0	0	1	0	1	0	0	0	1	0	1
Prairies 1	0	1	1	0	1	1	1	2	3	1	4	5
B.C. 1	0	0	0	0	0	0	1	0	1	1	0	1
Total	2	7	9	3	7	10	5	6	11	10	20	30
Cutbacks Post-1980												
Ontario 7	0	5	5	0	1	1	1	1	2	1	7	8
P.Q. 1	0	2	2	0	0	0	0	4	4	0	6	6
P.Q. 2	0	0	1	0	2	2	0	6	6	1	8	9
P.Q. 3	0	1	1	1	2	3	0	1	1	1	4	5
P.Q. 4	0	0	0	0	2	2	0	3	3	0	5	5
Atlantic 1	0	0	0	0	1	1	0	1	1	0	2	2
Atlantic 2	1	0	1	0	0	0	0	1	1	1	1	2
Prairies 2	1	0	1	0	1	1	0	5	5	1	6	7
Ontario 8	1	0	1	0	4	4	0	3	3	1	7	8
P.Q. 5	0	2	2	0	1	1	0	9	9	0	12	12
Atlantic 3	0	0	0	0	0	0	0	0	0	0	0	0
Prairies 3	0	0	0	1	1	2	0	1	1	1	2	3
B.C. 2	0	0	0	0	2	2	1	0	1	1	2	3
B.C. 3	1	1	2	0	1	1	3	3	6	4	5	9
Total	4	11	16	2	18	20	5	38	43	12	67	79
Grand Total	7	18	25	5	25	30	10	44	54	22	87	109

M = managers G = general librarians T = total

TABLE 8
(cont'd)

	Other											
	1st			2nd			3rd			Total		
Library	M	G	T	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980												
Ontario 1	1	0	1	3	1	4	0	2	2	4	3	7
Ontario 2	0	0	0	0	3	3	0	3	3	0	6	6
Ontario 3	0	0	0	1	1	2	1	1	2	2	2	4
Ontario 4	1	0	1	0	2	2	0	2	2	1	4	5
Ontario 5	1	4	5	0	4	4	1	11	12	2	19	21
Ontario 6	0	1	1	1	3	4	1	2	3	2	6	8
Prairies 1	0	0	0	0	0	0	0	2	2	0	2	2
B.C. 1	0	0	0	0	3	3	0	2	2	0	5	5
Total	3	5	8	5	17	22	3	25	28	11	47	58
Cutbacks Post-1980												
Ontario 7	1	1	2	0	3	3	0	0	0	1	4	5
P.Q. 1	1	1	2	1	3	4	0	2	2	2	6	8
P.Q. 2	1	0	1	0	1	1	0	2	2	1	3	4
P.Q. 3	1	3	4	0	2	2	0	3	3	1	8	9
P.Q. 4	0	0	0	0	0	0	0	1	1	0	1	1
Atlantic 1	0	0	0	0	0	0	0	2	2	0	2	2
Atlantic 2	0	0	0	0	2	2	0	0	0	0	2	2
Prairies 2	0	0	0	1	1	2	0	1	1	1	2	3
Ontario 8	0	0	0	0	0	0	1	1	2	1	1	2
P.Q. 5	0	3	3	0	5	5	0	5	5	0	13	13
Atlantic 3	0	1	1	2	1	3	1	2	3	3	4	7
Prairies 3	0	0	0	0	1	1	1	1	2	1	2	3
B.C. 2	0	2	2	0	0	0	0	3	3	0	5	5
B.C. 3	2	0	2	1	3	4	0	1	1	3	4	7
Total	6	11	17	5	22	27	3	24	27	14	71	85
Grand Total	9	16	25	10	39	49	6	49	55	25	118	143

M = managers G = general librarians T = total

TABLE 8
(cont'd)

	Total											
	1st			2nd			3rd			Total		
Library	M	G	T	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980												
Ontario 1	6	21	27	6	21	27	6	21	27	18	63	81
Ontario 2	9	17	26	9	17	26	7	16	23	25	50	75
Ontario 3	6	8	14	5	6	11	4	6	10	15	20	35
Ontario 4	3	11	14	3	11	14	3	7	13	9	32	41
Ontario 5	2	57	59	2	51	92	2	44	46	6	144	158
Ontario 6	4	16	20	4	15	19	4	12	16	12	43	55
Prairies 1	2	7	9	2	7	9	2	7	9	6	21	27
B.C. 1	4	12	16	4	10	14	3	10	13	11	33	43
Total	36	149	185	35	138	212	31	123	157	102	406	515
Cutbacks Post-1980												
Ontario 7	1	16	17	1	15	16	1	14	15	3	45	39
P.Q. 1	1	26	27	1	26	27	1	25	26	3	77	80
P.Q. 2	3	25	28	2	24	26	2	21	23	7	70	77
P.Q. 3	3	33	36	3	32	35	3	29	32	9	94	103
P.Q. 4	3	19	22	3	15	18	3	12	15	9	46	55
Atlantic 1	3	14	17	3	14	17	3	13	16	9	41	50
Atlantic 2	4	10	14	4	9	13	4	9	13	12	28	40
Prairies 2	3	19	22	3	19	22	3	19	22	9	57	66
Ontario 8	6	21	27	6	19	25	6	16	22	18	56	74
P.Q. 5	0	35	35	0	34	34	0	29	29	0	98	98
Atlantic 3	4	9	14	4	10	14	4	10	14	12	30	42
Prairies 3	4	12	16	4	12	16	4	10	14	12	35	46
B.C. 2	2	30	32	2	30	32	5	32	28	5	87	92
B.C. 3	10	11	21	10	12	22	10	9	19	30	32	62
Total	47	280	328	46	271	317	49	248	288	138	796	924
Grand Total	83	429	513	81	409	529	80	371	445	240	1202	1439

M = managers G = general librarians T = total

TABLE 9

AGE DISTRIBUTION

Library	<25		25-34		35-44		45-54		55-64		65+		Total		
	M	G	M	G	M	G	M	G	M	G	M	G	M	G	T
Cutbacks Pre-1980															
Ont 1	0	0	0	2	0	10	3	5	3	4	0	0	6	21	27
Ont 2	0	0	1	2	5	6	1	6	2	2	0	0	9	16	25
Ont 3	0	0	0	0	3	5	2	1	1	2	0	0	6	8	14
Ont 4	0	0	0	3	1	6	0	0	2	2	0	0	3	11	14
Ont 5	0	0	1	6	1	25	0	20	0	8	0	0	2	59	61
Ont 6	0	0	0	3	2	11	2	2	0	0	0	0	4	16	20
Pr 1	0	0	0	4	0	2	2	1	0	0	0	0	2	7	9
B.C. 1	0	0	0	2	0	5	0	3	4	2	0	0	4	12	16
Total	0	0	2	22	12	70	10	38	12	20	0	0	36	150	186
			12.9%		44.1%		25.8%		17.2%				100.0%		
Cutbacks Post-1980															
Ont 7	0	0	0	7	0	5	0	2	0	2	0	0	0	16	16
P.Q. 1	0	0	0	9	0	14	0	2	1	1	0	1	1	27	28
P.Q. 2	0	0	0	4	1	12	3	8	0	1	0	0	4	25	29
P.Q. 3	0	0	0	1	1	18	1	10	1	4	0	0	3	33	36
P.Q. 4	0	0	0	2	3	13	1	1	0	2	0	1	4	19	23
Atl 1	0	0	0	6	2	4	0	4	0	0	0	0	2	14	16
Atl 2	0	1	0	2	2	4	1	3	0	0	1	0	4	10	14
Pr 2	0	0	1	6	2	9	0	1	0	4	0	0	3	20	23
Ont 8	0	1	0	5	4	10	2	1	0	4	0	0	6	21	27
P.Q. 5	0	0	0	7	0	18	0	5	0	5	0	0	0	35	35
Atl 3	0	0	2	2	1	7	1	1	0	0	0	0	4	10	14
Pr 3	0	0	1	4	2	7	1	0	0	1	0	0	4	12	16
B.C. 2	0	0	0	3	1	17	0	7	1	5	0	0	2	32	34
B.C. 3	0	0	0	0	3	6	5	2	2	3	0	0	10	11	21
Total	0	2	4	58	22	144	15	47	5	32	1	2	47	285	332
	1.0%		18.7%		50.0%		18.7%		11.1%		1.0%		100.0		
Grand Total	0	2	6	80	34	214	25	85	17	52	1	2	83	435	518
% per category total	0.3		16.6		47.9		21.2		13.3		0.6		99.9		

M = managers G = general librarians T = total

TABLE 10

PERCENTAGE OF AGE DISTRIBUTION

	Age						
Libraries	<25	25-34	35-44	45-54	55-64	>65	Total
Pre-1980 n = 186	0	12.9	44.1	25.8	17.2	0	100.0
Post-1980 n = 332	1.0	18.7	50.0	18.7	11.1	1.0	100.5
Total	0.2	16.6	47.9	21.2	13.3	0.6	99.8

TABLE 11

PERCENTAGE OF RESPONDENTS IN EACH AGE CATEGORY

Libraries	Age											
	<25		25-34		35-44		45-54		55-64		>65	
	M	G	M	G	M	G	M	G	M	G	M	G
Pre-1980	0	0	5.5	14.7	33.3	46.7	27.8	25.3	33.3	13.3	0	0
Post-1980	0	0.7	8.5	20.3	46.8	50.5	31.9	16.5	10.6	11.2	2.1	0
Total	0	0.4	1.6	15.4	6.6	41.3	4.8	16.4	3.3	10.0	0.2	0.4

TABLE 12

NUMBER OF MEN AND WOMEN MANAGERS AND GENERAL LIBRARIANS

Libraries	Managers		General Librarians	
	Male	Female	Male	Female
Cutbacks Pre-1980				
Ontario 1	1	5	6	15
Ontario 2	7	2	5	11
Ontario 3	4	2	4	4
Ontario 4	2	1	1	10
Ontario 5	1	1	12	47
Ontario 6	2	2	6	10
Prairies 1	2	0	4	3
B.C. 1	1	3	7	5
Total	20 (55.6%)	16 (44.4%)	45 (30.0%)	105 (70.0%)
Cutbacks Post-1980				
Ontario 7	0	0	8	8
P.Q. 1	1	0	5	22
P.Q. 2	2	2	4	21
P.Q. 3	0	3	14	19
P.Q. 4	3	1	8	11
Atlantic 1	0	2	2	12
Atlantic 2	1	3	2	8
Prairies 2	2	1	6	14
Ontario 8	3	3	9	12
P.Q. 5	0	0	24	11
Atlantic 3	2	2	3	7
Prairies 3	1	3	3	9
B.C. 2	1	1	10	22
B.C. 3	6	4	2	9
Total	22 (46.8%)	25 (53.2%)	100 (35.1%)	185 (64.9%)
Grand total	42 (50.6%)	41 (49.4%)	145 (33.3%)	290 (66.7%)

TABLE 13

NUMBER OF YEARS MANAGERS AND GENERAL LIBRARIANS HAVE BEEN IN THEIR PRESENT POSITION

No. of Years	No. of Respondents (n=515)	%	Cumulative Frequency
<1	17	3.3	3.3
1	49	9.4	12.7
2	42	8.0	20.7
3	48	9.2	29.9
4	39	7.5	37.4
5	35	6.7	44.1
6	37	7.1	51.2
7	32	6.1	57.3
8	20	3.8	61.1
9	25	4.8	65.9
10	29	5.5	71.4
11	14	2.7	74.1
12	15	2.9	77.0
13	14	2.7	79.7
14	11	2.1	81.8
15	23	4.4	86.2
16	10	1.9	88.1
17	12	2.3	90.4
18	12	2.3	92.7
19	7	1.3	94.0
20	14	2.7	96.7
21	4	0.8	97.5
22	1	0.2	97.7
23	2	0.4	98.1
24	2	0.4	98.5
27	1	0.2	98.7

Mean = 7.7 years

TABLE 14

RESPONDENT'S LIBRARY IS GOING THROUGH A PERIOD OF FINANCIAL RESTRAINT

	Number of Respondents					
Library	Managers		General Librarians		Total (%)	
	Yes	No	Yes	No	Yes	No
Cutbacks Pre-1980						
Ontario 1	6	0	20	1	96.30	3.70
Ontario 2	9	0	17	0	100.00	0.00
Ontario 3	6	0	7	1	92.86	7.14
Ontario 4	3	0	8	3	78.57	21.43
Ontario 5	2	0	58	0	100.00	0.00
Ontario 6	4	0	13	3	85.00	15.00
Prairies 1	2	0	7	0	100.00	0.00
B.C. 1	4	0	12	0	100.00	0.00
Cutbacks Post-1980						
Ontario 7	1	0	14	1	93.75	6.25
P.Q. 1	1	0	27	0	100.00	0.00
P.Q. 2	4	0	25	1	96.67	3.33
P.Q. 3	3	0	32	1	97.22	2.78
P.Q. 4	2	2	9	10	47.83	52.17
Atlantic 1	3	0	14	0	100.00	0.00
Atlantic 2	3	1	9	1	85.71	14.29
Prairies 2	3	0	20	0	100.00	0.00
Ontario 8	5	1	18	3	85.19	14.81
P.Q. 5	0	0	32	3	91.43	8.57
Atlantic 3	4	0	9	1	92.86	7.14
Prairies 3	4	0	12	0	100.00	0.00
B.C. 2	2	0	32	0	100.00	0.00
B.C. 3	10	0	11	0	100.00	0.00

TABLE 15

RANKED ORDER OF RESPONDENTS' OPINION WHETHER LIBRARY IS GOING THROUGH A PERIOD OF FINANCIAL RESTRAINT

Library	Number of Respondents					
	Managers		General Librarians		Total (%)	
	Yes	No	Yes	No	Yes	No
Ontario 2	9	0	17	0	100.00	0.00
Ontario 5	2	0	58	0	100.00	0.00
Prairies 1	2	0	7	0	100.00	0.00
B.C. 1	4	0	12	0	100.00	0.00
P.Q. 1	1	0	27	0	100.00	0.00
Atlantic 1	3	0	14	0	100.00	0.00
Prairies 2	3	0	20	0	100.00	0.00
Prairies 3	4	0	12	0	100.00	0.00
B.C. 2	2	0	32	0	100.00	0.00
B.C. 3	10	0	11	0	100.00	0.00
P.Q. 3	3	0	32	1	97.22	2.78
P.Q. 2	4	0	25	1	96.67	3.33
Ontario 1	6	0	20	1	96.30	3.70
Ontario 7	1	0	14	1	93.75	6.75
Ontario 3	6	0	7	1	92.86	7.14
Atlantic 3	4	0	9	1	92.86	7.14
P.Q. 5	0	0	32	3	91.43	8.57
Atlantic 2	3	1	9	1	85.71	14.29
Ontario 8	5	1	18	3	85.19	14.81
Ontario 6	4	0	13	3	85.00	15.00
Ontario 4	3	0	8	3	78.57	21.43
P.Q. 4	2	2	9	10	47.83	52.17

TABLE 16

YEAR RETRENCHMENT FIRST OCCURRED

Year	Number of Respondents	Per Cent of Resp. (n=368)	Cumulative Per Cent
1970	11	2.99	2.99
1971	10	2.72	5.71
1972	15	4.08	9.78
1973	5	1.36	11.14
1974	10	2.72	13.86
1975	20	5.44	19.29
1976	13	3.53	22.83
1977	12	3.26	26.09
1978	30	8.15	34.24
1979	28	7.61	41.85
1980	58	15.76	57.61
1981	53	14.40	72.01
1982	50	13.59	85.60
1983	38	10.33	95.92
1984	11	2.99	98.91
1985	4	1.09	100.00

TABLE 17

HOW RESPONDENT FIRST BECAME AWARE OF RETRENCHMENT

Library	Read about it in students' paper				Chief librarian announced it at a meeting			
	Managers		General Librarians		Managers		General Librarians	
	N	%	N	%	N	%	N	%
	Cutbacks Pre-1980							
Ontario 1	-	-	-	-	1	16.67	4	26.67
Ontario 2	-	-	-	-	4	44.44	3	18.75
Ontario 3	-	-	-	-	2	40.00	1	20.00
Ontario 4	-	-	-	-	-	-	2	25.00
Ontario 5	-	-	-	-	-	-	11	24.44
Ontario 6	-	-	-	-	2	50.00	-	-
Prairies 1	-	-	-	-	-	-	-	-
B.C. 1	-	-	-	-	3	75.00	1	10.00
Total	-	-	-	-	12	35.29	22	18.80
	Cutbacks Post-1980							
Ontario 7	-	-	-	-	-	-	5	41.67
P.Q. 1	-	-	1	04.00	-	-	3	12.00
P.Q. 2	-	-	-	-	-	-	3	14.29
P.Q. 3	-	-	-	-	2	66.67	10	33.33
P.Q. 4	-	-	-	-	1	50.00	3	42.86
Atlantic 1	-	-	-	-	1	33.33	3	25.00
Atlantic 2	-	-	-	-	1	33.33	2	22.22
Prairies 2	-	-	-	-	1	33.33	6	35.29
Ontario 8	-	-	-	-	4	80.00	3	17.65
P.Q. 5	-	-	1	03.57	-	-	15	53.57
Atlantic 3	-	-	-	-	1	33.33	2	28.57
Prairies 3	-	-	-	-	3	75.00	8	72.73
B.C. 2	-	-	1	03.85	-	-	7	26.92
B.C. 3	-	-	-	-	4	40.00	2	18.18
Total	-	-	3	01.29	18	41.86	72	30.90

TABLE 17
(cont'd)

	Read about it in the newspaper				Library employee told me				University administrator announced it at a meeting			
	Managers		General Librarians		Managers		General Librarians		Managers		General Librarians	
	N	%	N	%	N	%	N	%	N	%	N	%
					Cutbacks Pre-1980							
On1	-	-	-	-	-	-	-	-	2	33.33	2	13.33
On2	-	-	2	12.50	1	11.11	-	-	1	11.11	-	-
On3	-	-	-	-	-	-	-	-	-	-	-	-
On4	-	-	1	12.50	-	-	1	12.50	1	33.33	-	-
On5	-	-	3	06.67	-	-	3	06.67	-	-	3	06.67
On6	-	-	1	09.09	-	-	-	-	-	-	-	-
Pr1	-	-	1	14.29	-	-	1	14.29	-	-	2	28.57
C1	-	-	-	-	-	-	1	10.00	-	-	-	-
	-	-	8	06.84	1	02.94	6	05.13	4	11.76	7	05.98
					Cutbacks Post-1980							
On7	-	-	-	-	-	-	1	08.33	-	-	-	-
PQ1	-	-	-	-	-	-	2	08.00	-	-	4	16.00
PQ2	-	-	1	04.76	-	-	-	-	2	66.67	5	21.74
PQ3	-	-	1	03.33	-	-	-	-	-	-	7	23.33
PQ4	-	-	-	-	-	-	1	14.29	1	50.00	-	-
At1	-	-	-	-	-	-	1	08.33	-	-	2	16.67
At2	-	-	-	-	-	-	1	11.11	-	-	1	11.11
Pr2	-	-	-	-	-	-	-	-	-	-	1	05.89
On8	-	-	-	-	-	-	-	-	-	-	-	-
PQ5	-	-	1	03.57	-	-	2	07.14	-	-	3	10.71
At3	-	-	-	-	-	-	-	-	-	-	1	14.29
Pr3	-	-	-	-	-	-	-	-	-	-	-	-
BC2	-	-	1	03.85	-	-	4	15.38	1	50.00	1	03.85
BC3	-	-	1	09.09	-	-	2	18.18	1	10.00	2	18.18
	-	-	5	02.15	-	-	14	06.01	5	11.63	27	11.59

BC = B.C.　　Pr = Prairies　　On = Ontario
PQ = P.Q.　　At = Atlantic

TABLE 17
(cont'd)

	Heard about it on local radio or television				University employee (not working in library) told me			
	Managers		General Librarians		Managers		General Librarians	
	N	%	N	%	N	%	N	%
	Cutbacks Pre-1980							
On1	-	-	-	-	-	-	-	-
On2	-	-	-	-	-	-	-	-
On3	-	-	-	-	-	-	-	-
On4	-	-	-	-	-	-	-	-
On5	-	-	-	-	-	-	-	-
On6	-	-	-	-	-	-	1	09.09
Pr1	-	-	-	-	-	-	-	-
BC1	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	1	00.85
	Cutbacks Post-1980							
On7	-	-	-	-	-	-	-	-
PQ1	-	-	1	04.00	-	-	-	-
PQ2	-	-	-	-	-	-	-	-
PQ3	-	-	-	-	-	-	1	03.33
PQ4	-	-	-	-	-	-	-	-
At1	-	-	-	-	-	-	-	-
At2	-	-	-	-	-	-	-	-
Pr2	-	-	-	-	-	-	-	-
On8	-	-	-	-	-	-	1	05.88
PQ5	-	-	2	07.14	-	-	-	-
At3	-	-	-	-	-	-	-	-
Pr3	-	-	-	-	-	-	-	-
BC2	-	-	2	07.69	-	-	-	-
BC3	-	-	-	-	-	-	-	-
	-	-	5	02.15	-	-	2	00.86

BC = B.C.   Pr = Prairies   On = Ontario
PQ = P.Q.   At = Atlantic

TABLE 17
(cont'd)

	My supervisor told me				A memo was sent around				An announcement was posted in the library			
	Managers		General Librarians		Managers		General Librarians		Managers		General Librarians	
	N	%	N	%	N	%	N	%	N	%	N	%
Cutbacks Pre-1980												
On1	1	16.67	2	13.33	-	-	1	06.67	-	-	-	-
On2	1	11.11	6	37.50	-	-	-	-	-	-	-	-
On3	-	-	2	40.00	-	-	-	-	-	-	-	-
On4	1	33.33	2	25.00	-	-	-	-	-	-	-	-
On5	-	-	7	15.56	-	-	-	-	-	-	-	-
On6	-	-	3	27.27	-	-	-	-	-	-	-	-
Pr1	-	-	-	-	-	-	1	14.29	-	-	-	-
BC1	-	-	1	10.00	-	-	-	-	-	-	-	-
	3	08.82	23	19.66	-	-	2	01.71	-	-	-	-
Cutbacks Post-1980												
On7	-	-	1	08.33	-	-	-	-	-	-	-	-
PQ1	1	100.00	6	24.00	-	-	1	04.00	-	-	-	-
PQ2	-	-	4	19.05	-	-	-	-	-	-	-	-
PQ3	1	33.33	9	27.27	-	-	-	-	-	-	-	-
PQ4	-	-	2	28.57	-	-	1	14.29	-	-	-	-
At1	-	-	1	08.33	1	33.33	-	-	-	-	-	-
At2	1	33.33	2	22.22	-	-	-	-	-	-	-	-
Pr2	-	-	2	11.76	-	-	-	-	-	-	-	-
On8	-	-	4	23.53	-	-	-	-	-	-	-	-
PQ5	-	-	2	07.14	-	-	2	07.14	-	-	-	-
At3	-	-	-	-	-	-	2	28.57	-	-	-	-
Pr3	-	-	3	27.27	-	-	-	-	-	-	-	-
BC2	-	-	3	11.54	-	-	2	07.69	-	-	-	-
BC3	-	-	2	18.18	-	-	-	-	-	-	-	-
	3	06.98	41	17.60	1	02.33	8	03.43	-	-	-	-

BC = B.C. Pr = Prairies On = Ontario
PQ = P.Q. At = Atlantic

TABLE 17
(cont'd)

	At a departmental meeting				Other			
	Managers		General Librarians		Managers		General Librarians	
	N	%	N	%	N	%	N	%
				Cutbacks Pre-1980				
On1	1	16.67	-	-	1	16.67	6	40.00
On2	1	11.11	3	18.75	1	11.11	2	12.50
On3	-	-	-	-	3	60.00	2	40.00
On4	-	-	1	12.50	1	33.33	1	12.50
On5	-	-	9	20.00	1	100.00	9	20.00
On6	-	-	3	27.27	2	50.00	3	27.27
Pr1	2	100.00	-	-	-	-	2	28.57
BC1	-	-	2	20.00	1	25.00	5	50.00
	4	11.76	18	15.38	10	29.41	30	25.64
				Cutbacks Post-1980				
On7	-	-	1	08.33	1	100.00	4	33.33
PQ1	-	-	1	04.00	-	-	6	24.00
PQ2	1	33.33	3	14.29	-	-	5	21.74
PQ3	-	-	1	03.33	-	-	1	03.33
PQ4	-	-	-	-	-	-	-	-
At1	-	-	1	08.33	1	33.33	4	33.33
At2	-	-	1	11.11	1	33.33	2	22.22
Pr2	-	-	3	17.65	2	66.67	5	29.41
On8	1	20.00	3	17.65	-	-	6	35.29
PQ5	-	-	-	-	-	-	-	-
At3	-	-	-	-	2	66.67	2	28.57
Pr3	-	-	-	-	1	25.00	-	-
BC2	-	-	1	03.85	1	50.00	4	15.38
BC3	1	10.00	2	18.18	4	40.00	-	-
	3	06.98	17	07.30	13	30.23	39	16.74

BC = B.C.   Pr = Prairies   On = Ontario
PQ = P.Q.   At = Atlantic

TABLE 17
(cont'd)

	GRAND TOTAL	
	Managers	General Librarians
Ontario 1	6	15
Ontario 2	9	16
Ontario 3	5	5
Ontario 4	3	8
Ontario 5	1	45
Ontario 6	4	11
Prairies 1	2	7
B.C. 1	4	10
	34	117

Ontario 7	1	12
P.Q. 1	1	25
P.Q. 2	3	21
P.Q. 3	3	30
P.Q. 4	2	7
Atlantic 1	3	12
Atlantic 2	3	9
Prairies 2	3	17
Ontario 8	5	17
P.Q. 5	0	28
Atlantic 3	3	7
Prairies 3	4	11
B.C. 2	2	26
B.C. 3	10	11
	43	233

TABLE 18

STEPS CHIEF LIBRARIANS TOOK TO EXPLAIN TO STAFF THAT RESOURCES ALLOCATED TO LIBRARY SYSTEM WERE DECLINING

Library	None				One General Meeting			
	Managers		General Librarians		Managers		General Librarians	
	No	%	No	%	No	%	No	%
Cutbacks Pre-1980								
Ontario 1	-	-	-	-	-	-	-	-
Ontario 2	-	-	2	8.00	-	-	5	20.00
Ontario 3	1	10.00	1	12.50	1	10.00	1	12.50
Ontario 4	-	-	-	-	1	10.00	1	8.33
Ontario 5	-	-	5	5.21	1	20.00	11	11.46
Ontario 6	-	-	1	5.26	-	-	2	10.53
Prairies 1	-	-	3	33.33	-	-	-	-
B.C. 1	-	-	-	-	2	25.00	5	20.00
Total	1	1.38	12	5.29	5	6.94	25	11.01
Cutbacks Post-1980								
Ontario 7	-	-	1	3.13	-	-	1	3.16
P.Q. 1	-	-	4	9.30	-	-	3	6.98
P.Q. 2	-	-	2	4.00	-	-	2	4.00
P.Q. 3	1	25.00	11	35.48	-	-	5	16.13
P.Q. 4	-	-	2	20.00	1	100.00	1	10.00
Atlantic 1	-	-	-	-	-	-	1	2.94
Atlantic 2	1	20.00	-	-	-	-	-	-
Prairies 2	-	-	-	-	-	-	-	-
Ontario 8	1	25.00	9	56.25	-	-	1	6.25
P.Q. 5	-	-	-	-	-	-	21	47.73
Atlantic 3	1	20.00	1	6.25	-	-	1	6.25
Prairies 3	-	-	-	-	1	12.50	1	3.57
B.C. 2	-	-	-	-	-	-	5	5.62
B.C. 3	2	9.52	-	-	1	4.76	1	5.00
Total	6	7.06	30	6.51	3	3.53	43	9.33

TABLE 18
(cont'd)

	Several General Meetings				Departmental Meetings				Memorandum			
	Managers		General Librarians		Managers		General Librarians		Managers		General Librarians	
	No	%	No	%	No	%	No	%	No	%	No	%
On1	2	25.00	12	36.36	2	25.00	13	39.39	1	12.50	3	9.09
On2	4	22.22	1	4.00	5	44.44	5	20.00	4	22.22	5	20.00
On3	1	10.00	-	-	2	20.00	-	-	3	30.00	2	25.00
On4	2	20.00	3	25.00	2	20.00	4	33.33	3	30.00	2	16.67
On5	1	20.00	24	25.00	2	40.00	22	22.92	1	20.00	10	10.42
On6	1	14.29	2	22.22	3	42.86	6	31.58	-	-	3	15.79
Pr1	1	16.67	3	33.33	2	33.33	2	22.22	1	16.67	1	11.11
BC1	2	25.00	6	24.00	2	25.00	6	24.00	1	12.50	5	20.00
	14	19.44	51	22.47	20	27.78	58	25.55	14	19.44	31	13.66
Cutbacks Post-1980												
On7	1	20.00	9	28.13	1	20.00	13	40.63	1	20.00	1	3.13
PQ1	-	-	6	13.95	-	-	13	30.23	-	-	6	13.95
PQ2	4	36.36	15	30.00	3	27.27	12	24.00	2	18.18	7	14.00
PQ3	-	-	2	6.45	1	25.00	7	22.58	1	25.00	2	6.45
PQ4	-	-	-	-	-	-	1	10.00	-	-	1	10.00
At1	2	40.00	8	23.53	1	20.00	11	32.35	2	40.00	9	26.47
At2	2	40.00	6	46.15	-	-	1	7.69	1	20.00	3	23.07
Pr2	2	28.57	11	31.43	2	28.57	15	42.87	2	28.57	3	8.57
On8	1	25.00	1	6.25	1	25.00	3	18.75	-	-	-	-
PQ5	-	-	3	6.82	-	-	5	11.36	-	-	5	11.36
At3	-	-	2	12.50	2	40.00	2	12.50	-	-	6	37.50
Pr3	3	37.50	11	39.29	2	25.00	10	35.71	2	25.00	5	17.86
BC2	2	25.00	23	25.84	-	-	13	14.61	2	25.00	24	26.97
BC3	4	19.05	7	35.00	6	28.57	6	30.00	4	19.05	4	20.00
	21	24.71	104	22.56	19	22.35	112	24.30	17	20.00	76	16.49

On = Ontario
Pr = Prairies
BC = B.C.
PQ = P.Q.
At = Atlantic

TABLE 18
(cont'd)

	Article(s) or Notice(s) in Staff Publications				Other				Grand Total	
	Managers		General Librarians		Managers		General Librarians			
	No	%	No	%	No	%	No	%	Managers	General Librarians
On1	-	-	2	6.06	3	37.50	3	9.09	8	33
On2	3	16.67	3	12.00	2	11.11	4	16.00	18	25
On3	1	10.00	2	25.00	1	10.00	2	25.00	10	8
On4	1	10.00	1	8.33	1	10.00	1	8.33	10	12
On5	-	-	18	18.75	-	-	6	6.25	5	96
On6	-	-	2	10.53	3	42.86	3	15.79	7	19
Pr1	-	-	-	-	2	33.33	-	-	6	9
BC1	-	-	-	-	1	12.50	3	12.00	8	25
	5	6.94	28	12.33	13	18.05	22	9.69	72	227
					Cutbacks Post-1980					
On7	1	20.00	7	21.88	1	10.00	-	-	5	32
PQ1	-	-	5	11.63	1	100.00	6	13.95	1	43
PQ2	2	18.18	9	18.00	-	-	3	6.00	11	50
PQ3	-	-	-	-	1	25.00	4	12.90	4	31
PQ4	-	-	3	30.00	-	-	2	20.00	1	10
At1	-	-	2	5.88	-	-	3	8.82	5	34
At2	1	20.00	1	7.69	-	-	2	15.38	5	13
Pr2	1	14.29	2	5.71	-	-	4	11.43	7	35
On8	-	-	1	6.25	1	25.00	1	6.25	4	16
PQ5	-	-	5	11.36	-	-	5	11.36	-	44
At3	-	-	1	6.25	2	40.00	3	18.75	5	16
Pr3	-	-	-	-	-	-	1	3.57	8	28
BC2	2	25.00	20	22.47	2	25.00	4	4.49	8	89
BC3	1	4.76	1	5.00	3	14.29	1	5.00	21	20
	8	9.41	57	12.36	11	12.94	39	7.81	85	461

TABLE 19

STEPS CHIEF LIBRARIANS TOOK TO EXPLAIN TO LIBRARY'S CLIENTS THAT RESOURCES ALLOCATED TO LIBRARY SYSTEM WERE DECLINING

Library	None				One General Meeting			
	Managers		General Librarians		Managers		General Librarians	
	No	%	No	%	No	%	No	%
Cutbacks Pre-1980								
Ontario 1	1	12.50	1	6.25	-	-	1	6.25
Ontario 2	-	-	3	25.00	-	-	1	8.33
Ontario 3	1	11.11	1	16.67	-	-	-	-
Ontario 4	-	-	1	14.29	-	-	-	-
Ontario 5	-	-	4	8.89	-	-	1	2.22
Ontario 6	-	-	1	16.67	-	-	-	-
Prairies 1	-	-	2	28.57	-	-	-	-
B.C. 1	-	-	5	62.50	-	-	-	-
Total	2	4.17	18	16.82	-	-	3	2.80
Cutbacks Post-1980								
Ontario 7	-	-	3	18.75	-	-	-	-
P.Q. 1	-	-	13	52.00	-	-	-	-
P.Q. 2	-	-	7	35.00	-	-	-	-
P.Q. 3	-	-	17	60.71	-	-	4	14.29
P.Q. 4	1	100.00	2	28.57	-	-	2	28.57
Atlantic 1	1	25.00	1	5.56	-	-	-	-
Atlantic 2	2	66.67	2	40.00	-	-	-	-
Prairies 2	1	20.00	4	20.00	-	-	1	5.00
Ontario 8	3	100.00	11	84.62	-	-	-	-
P.Q. 5	-	-	5	16.67	-	-	6	20.00
Atlantic 3	2	100.00	-	-	-	-	-	-
Prairies 3	-	-	-	-	-	-	-	-
B.C. 2	-	-	1	3.13	-	-	-	-
B.C. 3	3	18.75	1	7.69	1	6.25	-	-
Total	13	23.21	67	26.07	1	1.79	13	5.06

TABLE 19
(cont'd)

	Several General Meetings				Departmental Meetings				Memorandum			
	Managers		General Librarians		Managers		General Librarians		Managers		General Librarians	
	No	%	No	%	No	%	No	%	No	%	No	%
On1	1	12.50	1	6.25	3	37.50	6	37.50	2	25.00	3	18.75
On2	3	60.00	-	-	1	20.00	2	16.67	1	20.00	4	33.33
On3	-	-	-	-	2	22.22	1	16.67	4	44.44	3	50.00
On4	1	14.29	1	14.29	1	14.29	3	42.86	3	42.86	1	14.29
On5	-	-	6	13.33	-	-	3	6.67	1	50.00	7	15.56
On6	1	14.29	1	16.67	4	57.14	1	16.67	2	28.57	1	16.67
Pr1	1	33.33	2	28.57	1	33.33	1	14.29	1	33.33	2	28.57
BC1	1	14.29	-	-	1	14.29	1	12.50	3	42.86	1	12.50
	8	16.67	11	10.28	13	27.08	18	16.82	17	35.42	22	20.56
On7	1	50.00	2	12.50	1	50.00	5	31.25	-	-	3	18.75
PQ1	-	-	1	4.00	-	-	3	12.00	-	-	2	8.00
PQ2	3	33.33	1	5.00	2	22.22	4	20.00	2	22.22	2	10.00
PQ3	-	-	1	3.57	-	-	2	7.14	-	-	1	3.57
PQ4	-	-	-	-	-	-	1	14.29	-	-	-	-
At1	-	-	-	-	1	25.00	4	22.22	2	50.00	9	50.00
At2	-	-	-	-	-	-	-	-	1	33.33	3	60.00
Pr2	1	20.00	3	15.00	1	20.00	4	20.00	1	20.00	3	15.00
On8	-	-	1	7.69	-	-	-	-	-	-	-	-
PQ5	-	-	1	3.33	-	-	7	23.33	-	-	5	16.67
At3	-	-	-	-	-	-	2	40.00	-	-	2	40.00
Pr3	-	-	7	28.00	2	28.57	5	20.00	2	28.57	5	20.00
BC2	-	-	2	6.25	-	-	2	6.25	1	33.33	9	28.13
BC3	1	6.25	2	15.38	5	31.25	2	15.38	3	18.75	5	38.46
	6	10.71	21	8.17	12	21.43	41	15.95	12	21.43	49	19.07

n = Ontario   Pr = Prairies   BC = B.C.
PQ = P.Q.   At = Atlantic

TABLE 19
(cont'd)

	Article(s) or Notice(s) in Staff Publications				Grand Total	
	Managers		General Librarians			
	No	%	No	%	Managers	General Librarians
On1	1	12.50	4	25.00	8	16
On2	-	-	2	16.67	5	12
On3	2	22.22	1	16.67	9	6
On4	2	28.57	1	14.29	7	7
On5	1	50.00	24	53.33	2	45
On6	-	-	2	33.33	7	6
Pr1	-	-	-	-	3	7
BC1	2	28.57	1	12.50	7	8
	8	16.67	35	32.71	48	107
On7	-	-	3	18.75	2	16
PQ1	-	-	6	24.00	-	25
PQ2	2	22.22	6	30.00	9	20
PQ3	1	100.00	3	10.71	1	28
PQ4	-	-	2	28.57	1	7
At1	-	-	4	22.22	4	18
At2	-	-	-	-	3	5
Pr2	1	20.00	5	25.00	5	20
On8	-	-	1	7.69	3	13
PQ5	-	-	6	20.00	-	30
At3	-	-	1	20.00	2	5
Pr3	3	42.86	8	32.00	7	25
BC2	2	66.67	18	56.25	3	32
BC3	3	18.75	3	23.08	16	13
	12	21.43	66	25.68	56	257

On = Ontario Pr = Prairies BC = B.C.
PQ = P.Q. At = Atlantic

TABLE 20

RESPONDENT KNEW HOW CHIEF LIBRARIAN WAS FIRST INFORMED RESOURCES ALLOCATED TO LIBRARY SYSTEM WOULD DECLINE

	Number of Respondents					
Library	Managers		General Librarians		Total (%)	
	Yes	No	Yes	No	Yes	No
	Cutbacks Pre-1980					
Ontario 1	4	2	7	13	42.31	57.69
Ontario 2	5	4	3	14	30.77	69.23
Ontario 3	1	5	0	7	7.69	92.31
Ontario 4	3	0	0	9	25.00	75.00
Ontario 5	2	0	15	42	28.81	71.19
Ontario 6	3	1	2	12	27.78	72.22
Prairies 1	0	2	0	7	00.00	100.00
B.C. 1	4	0	7	5	68.75	31.25
	Cutbacks Post-1980					
Ontario 7	1	0	6	9	43.75	56.25
P.Q. 1	1	0	8	19	32.14	67.86
P.Q. 2	1	3	7	18	27.59	72.41
P.Q. 3	1	2	11	22	33.33	66.67
P.Q. 4	1	1	2	6	30.00	70.00
Atlantic 1	1	1	5	8	40.00	60.00
Atlantic 2	1	2	0	9	8.33	91.67
Prairies 2	1	1	3	17	18.18	81.82
Ontario 8	3	2	1	17	17.39	82.61
P.Q. 5	0	0	10	20	33.33	66.67
Atlantic 3	2	2	1	8	23.08	76.92
Prairies 3	3	1	4	7	46.67	53.33
B.C. 2	1	1	6	26	20.59	79.41
B.C. 3	7	3	5	5	60.00	40.00

TABLE 21

RANKED ORDER OF RESPONDENTS WHO KNEW HOW CHIEF LIBRARIAN WAS FIRST INFORMED RESOURCES ALLOCATED TO LIBRARY SYSTEM WOULD DECLINE

Library	Number of Respondents					
	Managers		General Librarians		Total (%)	
	Yes	No	Yes	No	Yes	No
B.C. 1	4	0	7	5	68.75	31.25
B.C. 3	7	3	5	5	60.00	40.00
Prairies 3	3	1	4	7	46.67	53.33
Ontario 7	1	0	6	9	43.75	56.25
Ontario 1	4	2	7	13	42.31	57.69
Atlantic 1	1	1	5	8	40.00	60.00
P.Q. 3	1	2	11	22	33.33	66.67
P.Q. 5	0	0	10	20	33.33	66.67
P.Q. 1	1	0	8	19	32.14	67.86
Ontario 2	5	4	3	14	30.77	69.23
P.Q. 4	1	1	2	6	30.00	70.00
Ontario 5	2	0	15	42	28.81	71.19
Ontario 6	3	1	2	12	27.78	72.22
P.Q. 2	1	3	7	18	27.59	72.41
Ontario 4	3	0	0	9	25.00	75.00
Atlantic 3	2	2	1	8	23.08	76.92
B.C. 2	1	1	6	26	20.59	79.41
Prairies 2	1	1	3	17	18.18	81.82
Ontario 8	3	2	1	17	17.39	82.61
Atlantic 2	1	2	0	9	8.33	91.67
Ontario 3	1	5	0	7	7.69	92.31
Prairies 1	0	2	0	7	0.00	100.00

TABLE 22

RESPONDENTS' OPINION WHETHER RETRENCHMENT HAS RESULTED IN SURPLUS OF LIBRARY EXPERTISE IN LIBRARY SYSTEM

	Number of Respondents					
Library	Managers		General Librarians		Total (%)	
	Yes	No	Yes	No	Yes	No
	Cutbacks Pre-1980					
Ontario 1	1	5	4	14	20.83	79.17
Ontario 2	0	9	4	12	16.00	84.00
Ontario 3	1	5	0	7	7.69	92.31
Ontario 4	2	1	1	6	30.00	70.00
Ontario 5	1	1	6	49	12.28	87.72
Ontario 6	0	4	0	14	0.00	100.00
Prairies 1	0	2	1	6	11.11	88.89
B.C. 1	1	3	4	8	31.25	68.75
	Cutbacks Post-1980					
Ontario 7	0	1	1	14	6.25	93.75
P.Q. 1	0	1	1	26	3.57	96.43
P.Q. 2	0	4	7	18	24.14	75.86
P.Q. 3	0	3	5	25	15.15	84.85
P.Q. 4	0	2	1	7	10.00	90.00
Atlantic 1	1	2	4	8	33.33	66.67
Atlantic 2	1	1	1	8	18.18	81.82
Prairies 2	0	3	2	18	4.55	95.45
Ontario 8	0	5	1	16	4.55	95.45
P.Q. 5	0	0	4	27	12.90	87.10
Atlantic 3	0	4	0	9	0.00	100.00
Prairies 3	0	4	0	11	0.00	100.00
B.C. 2	0	2	8	24	23.53	76.47
B.C. 3	0	10	3	7	15.00	85.00

TABLE 23

RANKED ORDER OF RESPONDENTS' OPINION WHETHER RETRENCHMENT HAS RESULTED IN SURPLUS OF LIBRARY EXPERTISE

Library	Number of Respondents					
	Managers		General Librarians		Total (%)	
	Yes	No	Yes	No	Yes	No
Atlantic 1	1	2	4	8	33.33	66.67
B.C. 1	1	3	4	8	31.25	68.75
Ontario 4	2	1	1	6	30.00	70.00
P.Q. 2	0	4	7	18	24.14	75.86
B.C. 2	0	2	8	24	23.53	76.47
Ontario 1	1	5	4	14	20.83	79.17
Atlantic 2	1	1	1	8	18.18	81.82
Ontario 2	0	9	4	12	16.00	84.00
P.Q. 3	0	3	5	15	15.15	84.85
B.C. 3	0	10	3	7	15.00	85.00
P.Q. 5	0	0	4	27	12.90	87.10
Ontario 5	1	1	6	49	12.28	87.72
Prairies 1	0	2	1	6	11.11	88.89
P.Q. 4	0	2	1	7	10.00	90.00
Ontario 3	1	5	0	7	7.69	92.31
Ontario 7	0	1	1	14	6.25	93.75
Prairies 2	0	3	1	18	4.55	95.45
Ontario 8	0	5	1	16	4.55	95.45
P.Q. 1	0	1	1	26	3.57	96.43
Ontario 6	0	4	0	14	0.00	100.00
Atlantic 3	0	4	0	9	0.00	100.00
Prairies 3	0	4	0	11	0.00	100.00

TABLE 24

RESPONDENTS' OPINION WHETHER SURPLUS OF LIBRARY EXPERTISE HAS BEEN PUT TO WORK ELSEWHERE IN THE UNIVERSITY

Library	Number of Respondents					
	Managers		General Librarians		Total (%)	
	Yes	No	Yes	No	Yes	No
	Cutbacks Pre-1980					
Ontario 1	0	1	2	2	40.00	60.00
Ontario 2	0	0	2	0	100.00	0.00
Ontario 3	0	1	0	0	0.00	100.00
Ontario 4	1	1	0	1	33.33	66.67
Ontario 5	0	1	5	1	71.43	28.57
Ontario 6	0	0	0	0	0.00	0.00
Prairies 1	0	0	0	1	0.00	100.00
B.C. 1	1	0	1	3	40.00	60.00
	Cutbacks Post-1980					
Ontario 7	0	0	0	1	0.00	100.00
P.Q. 1	0	0	0	1	0.00	100.00
P.Q. 2	0	0	4	3	57.14	42.86
P.Q. 3	0	0	1	4	20.00	80.00
P.Q. 4	0	0	1	1	50.00	50.00
Atlantic 1	0	1	0	4	0.00	100.00
Atlantic 2	1	0	1	0	100.00	0.00
Prairies 2	0	0	0	0	0.00	0.00
Ontario 8	0	0	1	1	50.00	50.00
P.Q. 5	0	0	2	2	50.00	50.00
Atlantic 3	0	0	0	0	0.00	0.00
Prairies 3	0	0	0	0	0.00	0.00
B.C. 2	0	0	3	5	37.50	62.50
B.C. 3	0	0	0	2	0.00	100.00

TABLE 25

RANKED ORDER OF RESPONDENTS' OPINION WHETHER SURPLUS OF LIBRARY EXPERTISE HAS BEEN PUT TO WORK ELSEWHERE IN THE UNIVERSITY

	Number of Respondents					
Library	Managers		General Librarians		Total (%)	
	Yes	No	Yes	No	Yes	No
Ontario 2	0	0	2	0	100.00	0.00
Atlantic 2	1	0	1	0	100.00	0.00
Ontario 5	0	1	5	1	71.43	28.57
P.Q. 2	0	0	4	3	57.14	42.86
P.Q. 4	0	0	1	1	50.00	50.00
Ontario 8	0	0	1	1	50.00	50.00
P.Q. 5	0	0	2	2	50.00	50.00
Ontario 1	0	1	2	2	40.00	60.00
B.C. 1	1	0	1	3	40.00	60.00
B.C. 2	0	0	3	5	37.50	62.50
Ontario 4	1	1	0	1	33.33	66.67
P.Q. 3	0	0	1	4	20.00	80.00
Ontario 3	0	1	0	0	0.00	100.00
Prairies 1	0	0	0	1	0.00	100.00
Ontario 7	0	0	0	1	0.00	100.00
P.Q. 1	0	0	0	1	0.00	100.00
Atlantic 1	0	1	0	4	0.00	100.00
B.C. 3	0	0	0	2	0.00	100.00
Prairies 2	0	0	0	0	0.00	0.00
Atlantic 3	0	0	0	0	0.00	0.00
Prairies 3	0	0	0	0	0.00	0.00
Ontario 6	0	0	0	0	0.00	0.00

TABLE 26

RESPONDENTS' OPINION WHETHER LIBRARY HAS FORMULATED A POLICY TO DEAL WITH FINANCIAL RESTRAINT

Library	Number of Respondents					
	Managers		General Librarians		Total (%)	
	Yes	No	Yes	No	Yes	No
	Cutbacks Pre-1980					
Ontario 1	4	2	16	4	76.92	23.08
Ontario 2	8	1	9	6	70.83	29.17
Ontario 3	1	5	4	3	38.46	61.54
Ontario 4	2	1	4	4	54.55	45.45
Ontario 5	1	1	25	26	49.06	50.94
Ontario 6	4	0	10	4	77.78	22.22
Prairies 1	1	1	5	2	66.67	33.33
B.C. 1	3	1	4	8	43.75	56.25
	Cutbacks Post-1980					
Ontario 7	1	0	11	4	75.00	25.00
P.Q. 1	0	1	11	15	40.74	59.26
P.Q. 2	3	1	17	7	71.43	28.57
P.Q. 3	2	1	13	18	44.12	55.88
P.Q. 4	1	1	3	5	40.00	60.00
Atlantic 1	2	0	5	6	53.85	46.15
Atlantic 2	1	2	3	5	36.36	63.64
Prairies 2	2	0	14	6	72.73	27.27
Ontario 8	3	2	4	13	31.82	68.18
P.Q. 5	0	0	23	7	76.67	23.33
Atlantic 3	1	3	7	1	66.67	33.33
Prairies 3	3	1	6	5	60.00	40.00
B.C. 2	2	0	24	7	78.79	21.21
B.C. 3	6	3	9	1	78.95	21.05

TABLE 27

RANKED ORDER OF RESPONDENTS' OPINION WHETHER LIBRARY HAS FORMULATED A POLICY TO DEAL WITH FINANCIAL RESTRAINT

	Number of Respondents					
Library	Managers		General Librarians		Total (%)	
	Yes	No	Yes	No	Yes	No
B.C. 3	6	3	9	1	78.95	21.05
B.C. 2	2	0	24	7	78.79	21.21
Ontario 6	4	0	10	4	77.78	22.22
Ontario 1	4	2	16	4	76.92	23.08
P.Q. 5	0	0	23	7	76.67	23.33
Ontario 7	1	0	11	4	75.00	25.00
Prairies 2	2	0	14	6	72.73	27.27
P.Q. 2	3	2	17	7	71.43	28.57
Ontario 2	8	1	9	6	70.83	29.17
Prairies 1	1	1	5	2	66.67	33.33
Atlantic 3	1	3	7	1	66.67	33.33
Prairies 3	3	1	6	5	60.00	40.00
Ontario 4	2	1	4	4	54.55	45.45
Atlantic 1	2	0	5	6	53.85	46.15
Ontario 5	1	1	25	26	49.06	50.94
P.Q. 3	2	1	13	18	44.12	55.88
B.C. 1	3	1	4	8	43.75	56.25
P.Q. 1	0	1	11	15	40.74	59.26
P.Q. 4	1	1	3	5	40.00	60.00
Ontario 3	1	5	4	3	38.46	61.54
Atlantic 2	1	2	3	5	36.36	63.64
Ontario 8	3	2	4	13	31.82	68.18

TABLE 28

MENTIONS OF FACTORS CRITICAL FOR ACHIEVING CAREER SUCCESS BY CATEGORY OF RESPONDENT

	Importance								
	Most			Second Most			Third Most		
Factors	M	G	T	M	G	T	M	G	T
Hard Work	12	76	88	11	54	65	8	44	52
Leadership	15	66	81	10	38	48	7	40	47
Getting along with others	2	13	15	8	26	34	8	49	57
Concern for results	11	25	36	10	46	56	9	40	49
Experience	8	39	47	8	37	45	10	26	36
Desire for responsibility	9	20	29	6	33	39	10	52	62
Technical expertise	3	45	48	12	38	50	5	38	43
Ambition	8	52	60	0	31	31	6	22	28
Political acumen	3	22	25	6	29	35	5	25	30
Integrity	9	20	29	5	11	16	5	20	25
Peer recognition	0	3	3	1	9	10	3	9	12
Social adaptability	0	2	2	2	11	13	0	12	12
Aggressiveness	0	4	4	1	9	10	2	15	17
Personal connections	1	8	9	0	9	9	1	6	7
Others	2	12	14	1	17	18	2	6	8
Exceptional intelligence	1	4	5	1	12	13	0	4	4
Sex	0	3	3	0	1	1	3	5	8
Seniority	0	4	4	1	6	7	0	2	2
Appearance	0	1	1	1	1	2	0	1	1
Total	84	419	503	84	418	502	84	416	500

M = managers G = general librarians T = total

TABLE 28
(cont'd)

Fourth Most			Fifth Most			Combined		
M	G	T	M	G	T	M	G	T
12	37	49	10	27	37	53	238	291
12	38	50	3	32	35	47	214	261
6	42	48	11	54	65	35	184	219
9	40	49	7	17	24	46	168	214
7	30	37	8	38	46	41	170	211
9	29	38	5	36	41	39	170	209
4	28	32	6	26	32	30	175	205
0	28	28	8	21	29	22	154	176
7	26	33	9	23	32	30	125	155
6	29	35	1	16	17	26	96	122
2	21	23	4	34	38	10	76	86
3	21	24	4	20	24	9	66	75
3	12	15	1	17	18	7	57	64
1	13	14	3	18	21	6	54	60
2	5	7	1	7	8	8	47	55
0	7	7	0	5	2	2	32	34
0	4	4	1	9	10	4	22	26
0	4	4	1	5	6	2	21	23
1	2	3	1	5	6	3	10	13
84	416	500	84	410	494	420	2079	2499

M = managers G = general librarians T = total

TABLE 29

RANKS OF FACTORS CRITICAL FOR ACHIEVING CAREER SUCCESS BY CATEGORY OF RESPONDENTS

	Importance					
	Most			Second Most		
Factors	M's Rank	G's Rank	C Rank	M's Rank	G's Rank	C Rank
Hard Work	2	1	1	2	1	1
Leadership	1	2	2	3.5	3.5	4
Getting along with others	10	10	10	5.5	9	8
Concern for results	3	6	6	3.5	2	2
Experience	6.5	5	5	5.5	5	5
Desire for responsibility	4.5	8.5	7.5	7.5	6	6
Technical expertise	8.5	4	4	1	3.5	3
Ambition	6.5	3	3	17	7	9
Political acumen	8.5	7	9	7.5	8	7
Integrity	4.5	8.5	7.5	9	12	11
Peer recognition	15.5	15.5	16	16	14	14
Social adaptability	15.5	18	18	10	12	12
Aggressiveness	15.5	13	14	13	14	14
Personal connections	11.5	12	12	17	14	16
Others	10	11	11	11	10	10
Exceptional intelligence	11.5	13	13	13	11	12
Sex	15.5	15.5	16	17	18	19
Seniority	15.5	13	14	13	17	17
Appearance	15.5	19	19	13	18	18

M = managers G = general librarians C = combined

TABLE 29
(cont'd)

Third Most			Fourth Most			Fifth Most			Combined		
M	G	T	M	G	T	M	G	T	M	G	T
4.5	3	3	1.5	4	2.5	2	6	5	1	1	1
6	4.5	5	1.5	3	1	11.5	5	6	2	2	2
4.5	2	2	7.5	1	4	1	1	1	6	3	3
3	4.5	4	3.5	2	2.5	6	12.5	10.5	3	7	4
1.5	7	7	5.5	5	6	4.5	2	2	4	5.5	5
1.5	1	1	3.5	6.5	5	8	3	3	5	5.5	6
9	6	6	9	8.5	9	7	7	7.5	7.5	4	7
7	9	9	16.5	8.5	10	4.5	9	9	10	8	8
9	8	8	5.5	10	8	3	8	7.5	7.5	9	9
9	10	10	7.5	6.5	7	15	14	14	9	10	10
11.5	13	12.5	12	11.5	12	9.5	4	4	11	11	11
16.5	12	12.5	10.5	11.5	11	9.5	10	10.5	12	12	12
13	11	11	10.5	14	13	15	17	13	13	13	13
14	14	15	13.5	13	14	11.5	11	12	14	14	14
16.5	16	16	16.5	15	15	18	12.5	18	17.5	15	15
11.5	15	14	16.5	16.5	16.5	15	15	15	15	16	16
16.5	17	17	16.5	16.5	16.5	15	17	16.5	17.5	17	17
16.5	18	18	13.5	18	18	15	17	16.5	16	18	18

M = managers G = general librarians T = total

TABLE 30

RANKS OF COMBINED MOST AND SECOND MOST IMPORTANT FACTORS CONSIDERED CRITICAL FOR ACHIEVING CAREER SUCCESS BY CATEGORY OF RESPONDENT

	Category of Respondents		
Factor	M	G	C
Hard work	2	1	1
Leadership	1	2	2
Technical expertise	5.5	3.5	3
Concern for results	3	6	4.5
Experience	4	5	4.5
Ambition	10	3.5	6
Desire for responsibility	5.5	7	7
Political acumen	9	8	8
Getting along with others	8	9	9
Integrity	7	10	10
Others	11	11	11
Exceptional intelligence	12	13	12
Personal connections	14	12	12
Social adaptability	12	14	14
Aggressiveness	14	14	15
Peer recognition	14	16	16
Seniority	14	16	17
Sex	19	18	18
Appearance	14	19	19

M = managers G = general librarians
C = combined

TABLE 31

MENTIONS OF FACTORS CRITICAL FOR ACHIEVING CAREER SUCCESS BY CATEGORY OF RESPONDENTS GROUPED BY DATE OF FINANCIAL RESTRAINT

	Importance								
	Most			Second Most			Combined		
Factors	M	G	T	M	G	T	M	G	T
Cutbacks Pre-1980									
Leadership	4	17	21	2	16	18	6	33	39
Hard work	3	15	18	4	16	20	7	31	38
Concern for results	8	11	19	4	13	17	12	24	36
Ambition	2	24	26	0	9	9	2	33	35
Experience	3	16	19	3	11	14	6	27	33
Political acumen	1	9	10	4	12	16	5	21	26
Technical expertise	1	9	10	6	10	16	7	19	26
Integrity	5	10	15	4	5	9	9	15	24
Getting along with others	1	5	6	3	10	13	4	15	19
Desire for responsibility	4	8	12	1	5	6	5	13	18
Exceptional intelligence	1	1	2	1	8	9	2	9	11
Personal connections	1	6	7	0	4	4	1	10	11
Others	1	4	5	0	6	6	1	10	11
Social adaptability	0	1	1	1	7	8	1	8	9
Seniority	0	4	4	0	4	4	0	8	8
Aggressiveness	0	2	2	0	3	3	0	5	5
Peer recognition	0	1	1	1	2	3	1	3	4
Appearance	0	0	0	1	1	2	1	1	2
Sex	0	1	1	0	1	1	0	2	2
Total	35	144	179	35	143	178	68	287	357

M = managers G = general librarians T = total

TABLE 31
(cont'd)

Cutbacks Post-1980

Hard work	9	61	69	7	38	45	16	99	115
Leadership	11	49	60	8	22	30	19	71	90
Technical expertise	2	36	38	6	28	34	8	64	72
Experience	5	23	28	5	26	31	10	49	59
Ambition	6	28	34	0	22	22	6	50	56
Concern for results	3	14	17	6	33	39	9	47	56
Desire for responsibility	5	12	17	5	28	33	10	40	50
Political acumen	2	13	15	2	17	19	4	30	34
Getting along with others	1	8	9	5	16	21	6	24	30
Integrity	4	10	14	1	6	7	5	16	21
Others	1	8	9	1	11	12	2	19	21
Aggressiveness	0	2	2	1	6	7	1	8	9
Peer recognition	0	2	2	0	7	7	0	9	9
Exceptional intelligence	0	3	3	0	4	4	0	7	7
Personal connections	0	2	2	0	5	5	0	7	7
Social adaptability	0	1	1	1	4	5	1	5	6
Seniority	0	0	0	1	2	3	1	2	3
Sex	0	2	2	0	0	0	0	2	2
Appearance	0	1	1	0	0	0	0	1	1
Total	49	275	324	49	275	324	98	550	648

M = managers G = general librarians T = total

TABLE 32

RANKS OF FACTORS CRITICAL FOR ACHIEVING CAREER SUCCESS BY CATEGORY OF RESPONDENTS GROUPED BY DATE OF FINANCIAL RESTRAINT

	Importance								
	Most			Second Most			Combined		
Factors	M's Rank	G's Rank	C Rank	M's Rank	G's Rank	C Rank	M's Rank	G's Rank	C Rank
	Cutbacks Pre-1980								
Leadership	3.5	2	2	8	1.5	2	5.5	1.5	1
Hard work	5.5	4	3	3.5	1.5	1	3.5	3	2
Concern for results	1	5	3.5	3.5	3	3	1	5	3
Ambition	7	1	1	16	8	9	10.5	1.5	4
Experience	5.5	3	3.5	6.5	5	6	5.5	4	5
Political acumen	9.5	7.5	8.5	3.5	4	4.5	7.5	6	6.5
Technical expertise	9.5	7.5	8.5	1	6.5	4.5	3.5	7	6.5
Integrity	2	6	6	3.5	11.5	9	2	8.5	8
Getting along w.others	9.5	11	11	6.5	6.5	7	9	8.5	9
Desire for respons.	3.5	9	7	11	11.5	12	7.5	10	10
Exceptional intell.	9.5	15.5	13.5	11	9	9	10.5	12	11.5
Personal connections	4.5	10	10	16	13.5	13.5	13.5	11	11.5
Social adaptability	15.5	15.5	16	11	10	11	13.5	13.5	13
Seniority	15.5	15.5	12	16	13.5	17	17	13.5	14
Aggressiveness	15.5	13	13.5	16	15	15.5	17	15	15
Peer recognition	15.5	15.5	16	11	16	15.5	13.5	16	16
Appearance	15.5	18	18	11	17.5	17	13.5	18	17.5
Sex	15.5	15.5	16	16	17.5	18	17	17	17.5

M = managers G = general librarians C = combined

TABLE 32
(cont'd)

Cutbacks Post-1980

Hard work	2	1	1	2	1	1	2	1	1
Leadership	1	2	2	1	6.5	6	1	2	2
Technical expertise	8.5	3	3	3.5	3.5	3	6	3	3
Experience	4.5	4.5	5	6	5	5	3.5	5	4
Ambition	3	4	4	15.5	6.5	7	7.5	4	5.5
Concern for results	7	6	6.5	3.5	2	2	5	6	5.5
Desire for respons.	4.5	8	6.5	6	3.5	4	3.5	7	7
Political acumen	8.5	7	8	8	8	9	10	8	8
Getting along w.others	10	10	10	6	9	8	7.5	9	9
Integrity	6	9	9	10.5	11.5	11	9	10	10
Aggressiveness	14.5	13.5	13.5	10.5	11.5	11	12	12	11.5
Peer recognition	14.5	14.5	13.5	15.5	10	11	16	11	11.5
Exceptional intellig.	14.5	11	11	15.5	14.5	15	16	13.5	13.5
Personal connections	14.5	13.5	13.5	15.5	13	13.5	16	13.5	13.5
Social adaptability	14.5	16.5	16.5	10.5	14.5	13.5	12	15	15
Seniority	14.5	18	18	10.5	16	16	12	16.5	16
Sex	14.5	13.5	13.5	15.5	17.5	17.5	16	16.5	17
Appearance	14.5	16.5	16.5	15.5	17.5	17.5	16	18	18

M = managers G = general librarians C = combined

TABLE 33

PARTICIPATION IN DECISION MAKING: ORGANIZATIONAL SCORES

Library		Mean Score
Cutbacks Pre-1980		
Ontario 1	(n = 28)	36.68
Ontario 2	(n = 26)	44.10
Ontario 3	(n = 15)	47.32
Ontario 4	(n = 14)	44.66
Ontario 5	(n = 61)	47.88
Ontario 6	(n = 21)	43.26
Prairies 1	(n = 10)	39.90
B.C. 1	(n = 17)	45.92
Group Mean		44.24
Cutbacks Post-1980		
Ontario 7	(n = 18)	41.44
P.Q. 1	(n = 29)	44.66
P.Q. 2	(n = 31)	38.98
P.Q. 3	(n = 36)	42.84
P.Q. 4	(n = 24)	47.18
Atlantic 1	(n = 18)	34.58
Atlantic 2	(n = 14)	40.74
Prairies 2	(n = 24)	45.22
Ontario 8	(n = 18)	44.80
P.Q. 5	(n = 34)	53.62
Atlantic 3	(n = 15)	39.34
Prairies 3	(n = 16)	37.94
B.C. 2	(n = 35)	40.04
B.C. 3	(n = 20)	43.96
Group Mean		43.12

TABLE 34

HIERARCHY OF AUTHORITY:
ORGANIZATIONAL SCORES

Library		Mean Score
Cutbacks Pre-1980		
Ontario 1	(n = 28)	17.20
Ontario 2	(n = 26)	16.35
Ontario 3	(n = 15)	17.00
Ontario 4	(n = 14)	16.90
Ontario 5	(n = 61)	15.90
Ontario 6	(n = 21)	16.30
Prairies 1	(n = 10)	15.55
B.C. 1	(n = 17)	15.35
Group Mean		16.29
Cutbacks Post-1980		
Ontario 7	(n = 18)	16.00
P.Q. 1	(n = 29)	16.00
P.Q. 2	(n = 31)	17.45
P.Q. 3	(n = 36)	14.90
P.Q. 4	(n = 24)	14.80
Atlantic 1	(n = 18)	17.15
Atlantic 2	(n = 14)	15.05
Prairies 2	(n = 24)	16.95
Ontario 8	(n = 28)	16.95
P.Q. 5	(n = 34)	14.25
Atlantic 3	(n = 15)	15.35
Prairies 3	(n = 16)	15.65
B.C. 2	(n = 35)	17.15
B.C. 3	(n = 20)	17.25
Group Mean		16.10

TABLE 35

DEGREE OF CENTRALIZATION OF LIBRARIES: RESPONDENTS' OVERALL OPINIONS

Library		Mean Score
Cutbacks Pre-1980		
Ontario 1	(n = 28)	2.82
Ontario 2	(n = 24)	2.00
Ontario 3	(n = 15)	2.87
Ontario 4	(n = 15)	2.33
Ontario 5	(n = 56)	2.11
Ontario 6	(n = 21)	1.86
Prairies 1	(n = 10)	2.20
B.C. 1	(n = 16)	1.75
Group Mean		2.27
Cutbacks Post-1980		
Ontario 7	(n = 18)	2.44
P.Q. 1	(n = 29)	2.07
P.Q. 2	(n = 30)	2.87
P.Q. 3	(n = 35)	1.86
P.Q. 4	(n = 24)	2.46
Atlantic 1	(n = 18)	2.56
Atlantic 2	(n = 13)	2.15
Prairies 2	(n = 23)	2.74
Ontario 8	(n = 28)	1.54
P.Q. 5	(n = 36)	2.08
Atlantic 3	(n = 14)	2.50
Prairies 3	(n = 17)	2.41
B.C. 2	(n = 34)	2.94
B.C. 3	(n = 22)	1.91
Group Mean		2.31

TABLE 36

EXTENT TO WHICH OPINIONS OF PROFESSIONALS COUNT IN DECISION MAKING

Library		Mean Score
Cutbacks Pre-1980		
Ontario 1	(n = 28)	2.71
Ontario 2	(n = 24)	2.79
Ontario 3	(n = 14)	2.93
Ontario 4	(n = 11)	2.45
Ontario 5	(n = 60)	2.85
Ontario 6	(n = 21)	2.90
Prairies 1	(n = 10)	2.50
B.C. 1	(n = 16)	3.19
Group Mean		2.82
Cutbacks Post-1980		
Ontario 7	(n = 18)	2.56
P.Q. 1	(n = 29)	2.48
P.Q. 2	(n = 30)	2.60
P.Q. 3	(n = 36)	2.81
P.Q. 4	(n = 24)	2.67
Atlantic 1	(n = 18)	2.33
Atlantic 2	(n = 14)	3.14
Prairies 2	(n = 24)	2.71
Ontario 8	(n = 28)	3.32
P.Q. 5	(n = 36)	2.97
Atlantic 3	(n = 14)	2.00
Prairies 3	(n = 17)	2.65
B.C. 2	(n = 34)	2.35
B.C. 3	(n = 22)	2.86
Group Mean		2.70

TABLE 37

CENTRALIZATION: DECISIONS WHICH CAN BE MADE WITHOUT PRIOR APPROVAL

Library		Mean Score
Cutbacks Pre-1980		
Ontario 1	(n = 23)	4.05
Ontario 2	(n = 14)	3.73
Ontario 3	(n = 7)	4.25
Ontario 4	(n = 8)	5.25
Ontario 5	(n = 36)	3.61
Ontario 6	(n = 11)	5.95
Prairies 1	(n = 6)	4.50
B.C. 1	(n = 11)	3.64
Group Mean		4.16
Cutbacks Post-1980		
Ontario 7	(n = 13)	2.90
P.Q. 1	(n = 15)	3.50
P.Q. 2	(n = 25)	4.85
P.Q. 3	(n = 24)	1.92
P.Q. 4	(n = 14)	1.98
Atlantic 1	(n = 11)	3.98
Atlantic 2	(n = 12)	2.82
Prairies 2	(n = 13)	3.99
Ontario 8	(n = 19)	4.08
P.Q. 5	(n = 14)	3.18
Atlantic 3	(n = 10)	4.50
Prairies 3	(n = 11)	5.06
B.C. 2	(n = 26)	5.06
B.C. 3	(n = 11)	2.82
Group Mean		3.58

TABLE 38

INDEX OF CENTRALIZATION

	Participation in Decision Making		Hierarchy of Authority		Decisions by Staff without Reference to Authority		Mean Score	
	No.	Mean Score	No.	Mean Score	No.	Mean Score	No.	Mean Score
				Cutbacks Pre-1980				
Ontario 1	28	2.62	28	3.44	23	4.05	79	3.33
Ontario 2	26	3.15	26	3.27	14	3.73	66	3.32
Ontario 3	15	3.38	15	3.40	7	4.25	37	3.55
Ontario 4	14	3.19	14	3.38	8	5.25	36	3.72
Ontario 5	61	3.42	61	3.18	36	3.69	158	3.39
Ontario 6	21	3.09	21	3.26	11	5.95	53	3.75
Prairies 1	10	2.85	10	3.11	6	4.50	26	3.33
B.C. 1	17	3.28	17	3.07	11	3.64	45	3.29
				Cutbacks Post-1980				
Ontario 7	18	2.96	18	3.20	13	2.90	49	3.03
P.Q. 1	29	3.19	29	3.20	15	3.50	73	3.26
P.Q. 2	31	2.78	31	3.49	25	4.85	87	3.63
P.Q. 3	36	3.06	36	2.98	24	1.92	96	2.74
P.Q. 4	24	3.37	24	2.96	14	1.98	62	2.90
Atlantic 1	18	2.47	18	3.43	11	3.98	47	3.19
Atlantic 2	14	2.91	14	3.01	12	2.82	40	2.92
Prairies 2	24	3.23	24	3.39	13	3.99	61	3.45
Ontario 8	28	3.20	28	2.85	19	4.08	75	3.29
P.Q. 5	35	3.83	35	3.07	14	3.19	84	3.40
Atlantic 3	15	2.81	15	3.68	10	4.50	40	3.56
Prairies 3	16	2.71	16	3.13	11	5.06	43	3.47
B.C. 2	35	2.86	35	3.43	26	4.33	96	3.46
B.C. 3	20	3.14	20	3.45	11	2.82	51	3.19
Group Mean	343	3.08	343	3.22	218	3.59	904	3.25

TABLE 39

STAFF SATISFACTION

Statements	Responses					
	Strongly Agree		Agree		No Opinion	
	No.	%	No.	%	No.	%
Staff involvement in decision making contributes to staff satisfaction	283	54.42	216	41.54	8	1.54
Staff participation in decision making process improves staff performance	246	47.31	228	43.85	30	5.77
Staff involvement expedites implementation of change	246	47.67	207	40.12	29	5.62
Importance of staff participation has been exaggerated	8	1.55	56	10.83	45	8.70

TABLE 39
(cont'd)

Statements	Responses			
	Disagree		Strongly Disagree	
	No.	%	No.	%
Staff involvement in decision making contributes to staff satisfaction	12	2.30	1	0.19
Staff participation in decision making process improves staff performance	15	2.89	1	0.19
Staff involvement expedites implementation of change	28	5.43	6	1.16
Importance of staff participation has been exaggerated	269	52.03	139	26.89

TABLE 40

JOB SATISFACTION

	Responses					
Statements	Strongly Agree		Agree		No Opinion	
	No.	%	No.	%	No.	%
At the end of most working days, I feel that I have accomplished something worthwhile	111	21.39	333	64.16	32	6.17
My efforts on the job are generally recognized by my supervisors	102	19.62	288	55.39	58	11.15
My job will lead to an even better one in the future	33	6.52	107	21.15	225	44.47
My work challenges me to do my best	136	26.36	277	53.68	45	8.72
My job offers me opportunities for personal growth	136	26.41	285	55.34	43	8.35
My job lets me assume as much responsibility as I want	122	23.51	242	46.63	42	8.09

TABLE 40
(cont'd)

	Responses			
Statements	Disagree		Strongly Disagree	
	No.	%	No.	%
At the end of most working days, I feel that I have accomplished something worthwhile	40	7.71	3	0.58
My efforts on the job are generally recognized by my supervisors	59	11.39	13	2.50
My job will lead to an even better one in the future	96	18.97	45	8.89
My work challenges me to do my best	51	9.88	7	1.36
My job offers me opportunities for personal growth	39	7.57	12	2.33
My job lets me assume as much responsibility as I want	94	18.11	19	3.66

TABLE 41

FORMALIZATION

Job Definition		Enforcement	
Library	Mean Score	Library	Mean Score
Cutbacks Pre-1980			
Ontario 1	2.36	Ontario 1	2.46
Ontario 2	2.08	Ontario 2	2.35
Ontario 3	1.60	Ontario 3	2.64
Ontario 4	2.21	Ontario 4	2.52
Ontario 5	1.97	Ontario 5	2.54
Ontario 6	2.55	Ontario 6	2.42
Prairies 1	2.60	Prairies 1	2.51
B.C. 1	2.65	B.C. 1	2.43
Group Mean	2.19		2.49
Cutbacks Post-1980			
Ontario 7	2.28	Ontario 7	2.53
P.Q. 1	2.28	P.Q. 1	2.20
P.Q. 2	2.20	P.Q. 2	2.56
P.Q. 3	1.83	P.Q. 3	2.55
P.Q. 4	1.81	P.Q. 4	2.56
Atlantic 1	2.14	Atlantic 1	2.55
Atlantic 2	2.14	Atlantic 2	2.62
Prairies 2	2.23	Prairies 2	2.41
Ontario 8	2.16	Ontario 8	2.32
P.Q. 5	1.90	P.Q. 5	2.52
Atlantic 3	1.27	Atlantic 3	2.53
Prairies 3	2.06	Prairies 3	2.48
B.C. 2	2.56	B.C. 2	2.37
B.C. 3	2.13	B.C. 3	2.57
Group Mean	2.09		2.47

TABLE 42

EXISTENCE OF WRITTEN STATEMENT OF LIBRARY'S GOALS AND OBJECTIVES

Library	Categories of Respondents							
	Managers				General Librarians			
	Yes		No		Yes		No	
	No.	%	No.	%	No.	%	No.	%
	Cutbacks Pre-1980							
Ontario 1	0	0	5	100.00	7	35.00	13	65.00
Ontario 2	8	88.89	1	11.11	14	93.33	1	6.67
Ontario 3	4	66.67	2	33.33	6	75.00	2	25.00
Ontario 4	0	0	2	100.00	1	10.00	9	90.00
Ontario 5	2	100.00	0	0	45	84.91	8	15.09
Ontario 6	4	100.00	0	0	13	92.86	1	7.14
Prairies 1	2	100.00	0	0	3	42.86	4	57.14
B.C. 1	2	50.00	2	50.00	3	27.27	8	72.73
Total	22		12		92		46	
	Cutbacks Post-1980							
Ontario 7	1	100.00	0	0	12	85.71	2	14.29
P.Q. 1	0	0	1	100.00	9	34.62	17	65.38
P.Q. 2	3	75.00	1	25.00	20	90.91	2	9.09
P.Q. 3	1	50.00	1	50.00	8	28.57	20	71.43
P.Q. 4	4	100.00	0	0	14	82.35	3	17.65
Atlantic 1	2	100.00	0	0	13	92.86	1	7.14
Atlantic 2	3	100.00	0	0	8	80.00	2	20.00
Prairies 2	2	66.67	1	33.33	10	55.56	8	44.44
Ontario 8	1	16.67	5	83.33	8	47.06	9	52.94
P.Q. 5	0	0	0	0	34	97.14	1	2.86
Atlantic 3	0	0	4	100.00	3	30.00	7	70.00
Prairies 3	1	25.00	3	75.00	4	36.36	7	63.64
B.C. 2	2	100.00	0	0	15	55.56	12	44.44
B.C. 3	5	56.56	4	44.44	9	81.82	2	18.18
Total	25		20		167		93	
Grand Total	47		32		261		139	

TABLE 42
(cont'd)

	Combined			
	Yes		No	
	No.	%	No.	%
	Cutbacks Pre-1980			
Ontario 1	7	28.00	18	72.00
Ontario 2	22	91.67	2	8.33
Ontario 3	10	71.43	4	28.57
Ontario 4	1	8.33	11	91.67
Ontario 5	47	85.45	8	14.55
Ontario 6	17	94.44	1	5.56
Prairies 1	5	55.56	4	44.44
B.C. 1	5	33.33	10	66.67
	11		58	
	Cutbacks Post-1980			
Ontario 7	13	86.67	2	13.33
P.Q. 1	9	33.33	18	66.67
P.Q. 2	23	88.46	3	11.54
P.Q. 3	9	30.00	21	70.00
P.Q. 4	18	85.71	3	14.29
Atlantic 1	15	93.75	1	6.25
Atlantic 2	11	84.62	2	15.38
Prairies 2	12	57.14	9	42.86
Ontario 8	9	39.13	14	60.87
P.Q. 5	34	97.14	1	2.86
Atlantic 3	3	21.43	11	78.57
Prairies 3	5	33.33	10	66.67
B.C. 2	17	58.62	12	41.38
B.C. 3	14	70.00	6	30.00
Total	192		113	
Grand Total	203		171	

TABLE 43

MEASURES OF PROFESSIONAL TRAINING

	Degrees							
	Professional							
	BLS		MLS		PhD		Other	
Library	No.	WM	No.	WM	No.	WM	No.	WM
Cutbacks Pre-1980								
Ontario 1	9	9	14	42	1	7	-	-
Ontario 2	7	7	17	51	-	-	1	5
Ontario 3	1	1	14	42	-	-	-	-
Ontario 4	3	3	7	21	-	-	-	-
Ontario 5	19	19	38	114	-	-	5	2
Ontario 6	1	1	7	51	-	-	1	5
Prairies 1	2	2	3	9	-	-	3	15
B.C. 1	8	8	7	21	-	-	1	5
Total	50	50	117	351	1	7	11	55
Cutbacks Post-1980								
Ontario 7	6	6	6	18	-	-	-	-
P.Q. 1	2	2	2	27	81	-	-	-
P.Q. 2	4	4	26	78	-	-	-	-
P.Q. 3	9	9	23	69	1	7	2	10
P.Q. 4	6	6	15	45	1	7	-	-
Atlantic 1	1	1	15	45	2	14	-	-
Atlantic 2	3	3	8	24	-	-	1	5
Prairies 2	8	8	14	42	-	-	1	5
Ontario 8	7	7	21	63	-	-	-	-
P.Q. 5	15	15	16	48	2	14	1	5
Atlantic 3	3	3	12	36	-	-	-	-
Prairies 3	6	6	11	33	-	-	-	-
B.C. 2	16	16	15	45	-	-	2	10
B.C. 3	10	10	9	27	-	-	1	5
Total	96	96	218	654	6	42	8	40

WM = weighted measure OM = organizational mean

TABLE 43
(cont'd)

	Degrees										
	Subject								Combined		
	BLS		MLS		PhD		Other				
	No.	WM	No.	WM	No.	WM	No.	WM	No.	WM	OM
					Cutbacks Pre-1980						
Ontario 1	20	20	7	21	-	-	-	-	51	99	1.94
Ontario 2	15	15	10	30	-	-	1	5	51	113	2.22
Ontario 3	9	9	5	15	-	-	-	-	29	67	2.31
Ontario 4	9	9	3	9	-	-	-	-	22	42	1.91
Ontario 5	40	40	18	54	4	28	-	-	124	280	2.26
Ontario 6	14	14	6	18	1	7	-	-	40	96	2.40
Prairies 1	7	7	1	3	-	-	1	5	17	41	2.41
B.C. 1	6	6	10	30	1	7	-	-	33	77	2.33
Total	120	120	6	180	6	42	2	10	367	815	2.22
					Cutbacks Post-1980						
Ontario 7	9	9	8	24	1	7	-	-	30	64	2.13
P.Q. 1	24	24	3	9	1	7	1	5	58	128	2.21
P.Q. 2	23	23	6	18	1	7	1	5	61	135	2.21
P.Q. 3	21	21	9	27	-	-	3	15	68	158	2.32
P.Q. 4	17	17	4	12	1	7	1	5	45	99	2.20
Atlantic 1	14	14	2	6	1	7	-	-	35	87	2.49
Atlantic 2	10	10	3	9	-	-	-	-	25	51	2.04
Prairies 2	16	16	5	15	3	21	-	-	47	107	2.78
Ontario 8	19	19	7	21	2	14	-	-	56	124	2.21
P.Q. 5	27	27	7	21	-	-	1	5	69	135	1.96
Atlantic 3	10	10	3	9	1	7	1	5	30	70	2.33
Prairies 3	13	13	4	12	-	-	-	-	34	64	1.88
B.C. 2	19	19	12	36	1	7	3	15	68	148	2.18
B.C. 3	16	16	2	6	-	-	-	-	38	64	1.68
Total	238	238	75	225	12	84	11	55	664	1434	2.16

WM = weighted measure OM = organizational mean

TABLE 44

MEASURES OF PROFESSIONAL ACTIVITIES

Library	Activities								
	Prof.		Annual		Papers		Elective		Combined
	No.	Mean	No.	Mean	No.	Mean	No.	Mean	
				Cutbacks Pre-1980					
Ontario 1	28	2.04	28	4.25	28	0.46	26	0.32	7.07
Ontario 2	26	2.00	26	2.88	26	0.38	26	0.54	5.81
Ontario 3	15	1.60	15	1.80	15	0.13	15	0.07	3.60
Ontario 4	14	0.93	14	1.29	14	0.21	14	0.00	2.43
Ontario 5	62	2.34	62	4.50	62	0.44	62	0.63	7.90
Ontario 6	21	1.67	21	3.48	21	0.67	21	0.29	6.10
Prairies 1	10	2.10	10	3.40	10	0.50	10	1.30	7.30
B.C. 1	17	2.06	17	4.71	17	0.18	17	0.41	7.35
Total	193	1.98	193	3.65	193	0.40	193	0.46	6.49
				Cutbacks Post-1980					
Ontario 7	18	2.22	18	2.50	18	1.00	18	0.33	6.06
P.Q. 1	29	1.86	29	2.17	29	0.17	29	0.24	4.45
P.Q. 2	31	3.23	31	6.19	31	0.81	31	0.90	11.13
P.Q. 3	37	1.11	37	1.62	37	0.35	37	0.27	3.35
P.Q. 4	24	1.54	24	3.17	24	0.58	24	0.33	5.63
Atlantic 1	18	2.22	18	3.61	18	0.28	18	0.44	6.56
Atlantic 2	14	2.57	14	3.43	14	0.29	14	0.29	6.57
Prairies 2	24	3.13	24	6.50	24	0.88	24	0.96	11.46
Ontario 8	28	1.71	28	3.50	28	0.32	28	0.36	5.89
P.Q. 5	36	1.08	36	2.61	36	0.19	36	0.17	4.06
Atlantic 3	15	2.40	15	4.47	15	0.33	15	0.40	7.60
Prairies 3	17	3.65	17	7.53	17	1.18	17	1.41	12.76
B.C. 2	35	2.71	35	6.17	35	1.17	35	0.63	10.69
B.C. 3	22	1.45	22	2.55	22	0.18	22	0.18	4.36
Total	348	2.11	348	3.91	348	0.55	348	0.48	7.05
Combined Total	541	2.06	541	3.71	541	0.50	541	0.47	6.85

TABLE 45

COMPLEXITY INDEX

Library	Score
Cutbacks Pre-1980	
Ontario 1	7.07
Ontario 2	5.81
Ontario 3	3.60
Ontario 4	2.43
Ontario 5	7.90
Ontario 6	6.10
Prairies 1	7.30
B.C. 1	7.35
Group Mean	6.5
Cutbacks Post-1980	
Ontario 7	6.06
P.Q. 1	4.45
P.Q. 2	11.13
P.Q. 3	3.35
P.Q. 4	5.63
Atlantic 1	6.56
Atlantic 2	6.57
Prairies 2	11.46
Ontario 8	5.89
P.Q. 5	4.06
Atlantic 3	7.60
Prairies 3	12.76
B.C. 2	10.69
B.C. 3	4.36
Group Mean	7.4

PART II

Retrenchment in Libraries and Other Organizations

REVIEW OF THE LITERATURE

This part of the report is a bibliographic essay on retrenchment in libraries, primarily academic ones, and also an examination of pertinent business literature. It is mostly concerned with materials from 1984 onwards, although some earlier materials are also included. The review consists of two sections of roughly equal length. The first examines the library science literature and the second the business literature.

RETRENCHMENT IN LIBRARIES

When the economic slow down, tax payers' revolts (in the United States), increasing costs of materials and labour, increased accountability, changing demographics, and decreasing revenue sources began to seriously impinge on library budgets and activities in the mid to late seventies and eighties, there was a prevailing belief that this was temporary. Economy measures were seen as necessary short-term evils to be ridden out as well as possible until times of prosperity and plenty could return. During this initial period, personal experiences and limited case studies abounded in the literature, listing in graphic, horrific detail the necessary cuts to budgets, and consequently to services and activities. Practical, common sense suggestions on how to save costs were offered. At their worst, such articles (Dance, 1983) write of surviving until better times by cutting staff, hours of services and numbers of branches, by stopping innovative programming, decreasing materials acquisitions, and so on. Generally a haphazard reactive program of "lopping and stretching" was instituted to last only until the hoped for return to prosperity. What such authors failed to realise was that such a time would not and could not return, and that libraries currently function, survive, and even prosper in a radically different environment (De Gennaro, 1981).

After the initial shock, retrenchment was not seen as a hardship, but accepted as the new reality. With this acceptance came the movement away from merely reactive policies to the realisation that a new type of response was necessary. This proactive, often long-term stance against future cuts and to survive current ones, can be characterised as planning-based--both strategic, i.e., action-oriented, and also examinations or establishment of library missions, goals and objectives (Shaughnessy, 1984). Still based on case studies and practice, this new acceptance stressed the importance of planning and establishing priorities. Each program, activity, and service was assessed to see how it fit into the library objectives.

Although planning is discussed as a method of dealing with retrenchment, it is rarely done so in any detail. In a major exception (Weingand, 1982), the necessity for both long-term planning (five to ten years) and operational planning (one year), are detailed, and contrasted with otherwise merely reactive solutions. Planning offers a systematic approach to services, and operation based on mission, goals, objectives, user needs and constant evaluation of all of these. It is not a solution, but rather a controlling, coping mechanism. Weingand offers two possible planning approaches, both published under the auspices of the ALA: (1) Palmour's _Planning Process for Public Libraries_; and (2) _Planning Guide for Managing Cutbacks_.

Objectives as a basis for management must be realistic ("Chapter 7" Harvey and Spyers-Duran, 1984). To establish goals and objectives is a time consuming but necessary task. It leads to the possibility of doing long and short-term planning and also strategic and operational planning. The objectives must be understandable, measurable, acheivable, specific, and intended to improve service. They must be reviewed at regular intervals. Strategic planning also takes into account anticipated changes in the institutional mission or the environment. Tactical planning involves the carrying out of plans developed by the strategic planning process. Operational planning is the day by day management of the process ("Chapter 6" Cummings, 1986). Library objectives and goals must be linked to those of the parent organization. Although these may be diffuse, they can be partially inferred by budgetary allocations. Library services must also be linked to academic products. Although library services or outputs are often diffuse, as opposed to inputs which are often more concrete, the outputs must be made understandable and visible. The issue of added value, which is central to special library survival as will be seen later, is also present in academic libraries ("Chapter 7" Spyers-Duran and Mann, 1985). The library should not be seen merely as overhead, but as part of each program, and this will help protect it from cuts. There is a need to integrate library and institutional objectives--that is, to include the library in the latter and also to keep institutional objectives in mind when establishing library ones.

As an example of priority establishment, Indiana University examined its acquisitions and collection development budget allocation and instituted a system where monies were assigned to subject fields and also within subject fields. These assignments were based on a set of criteria established after extensive data gathering and peer review meant to assess the collection priorities. It was discovered that after the process had been in place some time, that social science, not sciences, had gained more, and also that serials did not grow dramatically at the expense of monographs. Certain collections were identified as priorities and received greater funding. In addition, cooperative collection development with two similar academic libraries within the state was begun, as a way to offset collection deterioration (Bentley and Farrell, 1985).

In other academic institutions, retrenchment has meant an integration of certain services and the library. Media services is often merged to reduce staff redundancy, save administration costs, and locate similar services in a central location. The overriding feeling was that such moves led to increased efficiency in the use of scarce resources and, in fact may be better for absorbed service as it is within a larger budgetary unit (Clark, 1984).

In another example, based on the University of Victoria in Canada, the author stresses that in times of budgetary constraint priorities for general funding are established by the university administration. The traditional motherhood sort of appeal for monies based on libraries as the heart and soul, or brains, of an institution are inadequate. Librarians must become more politically astute, and must establish good working relationships with faculty in order to make allies of them. In times of restraint with increased accountability, one must prove monies are efficiently and well spent, and that some efforts are being made to control and decrease costs (Wooley, 1983).

At the University of Toronto, budget acts and staff eliminations were implemented with the Planning Programming Budget System (PPBS). It allows for the design and preparation of annual and long-term budget plans. With it, one can be flexible to external pressure by the analysis of expenditures, both direct and indirect, and their proportion in programs and activities. The importance of identifying goals and objectives is stressed as part of the manner in which services are cut or kept. Alternative ways to attain the goals and objectives are also encouraged, such as increased grant proposals, or the creation of Friends of the Library Committee. The assessment of progress on objectives, and accountability for reaching them are also stressed. Toronto applied cuts to areas which could later be restored. But priorities had to be established so that cuts could be applied in a logical and systematic way (Sharrow, 1983).

Taxpayer resistence and the low esteem and priority of public libraries for many members of the community (sentiments depending a great deal on library use) put the public library in a particularly vulnerable position. In one survey it was found that many felt library funding should be cut before many other services (Hamilton and Simmons, 1984). In a survey by the same authors, the effects of cutbacks in 91 public libraries which had between 40,000 and 62,000 volumes, or served populations of between 17,000 and 27,000, were analysed. Staff reductions, through attrition or layoffs, reduced hours and days open, declining material purchases, and program and service cuts were found. It is proposed by the authors that such actions will serve to work against the long-term viability of the library; instead of these methods to control or reduce costs, alternatives are proposed which have only minor service implications. Staff cuts which lead to decreased use of the library in turn weaken community support for the library. Rather than fewer hours, longer lineups are considered preferable. Examination of the duties of the professional staff to see if certain tasks can be assigned to non-professional who are less expensive is proposed. The creation of Friends of the Library is suggested, as well as the use of volunteers to do work, and also to act as strong library supporters. If reductions in service hours are necesary, then they should be timed when most convenient for users, which may require less than traditional hours of opening. Cooperation with other libraries for joint purchases, group insurance, or shared personnel, for example, in administration, is encouraged. Essentially, operations are to be stream-lined, costs held in check, but services protected.

The effects of budget cuts or budgets which do not keep pace with inflation vary depending on the type of library. Where there is need for the most current materials, such as in law libraries (both academic and corporate), then acquisitions cuts are less reasonable (Fessenden, 1985). There is in law, as in most publishing, an information/publication explosion and there are materials which must be bought. In a survey of law school libraries, Fessenden found their responses were typical of all sorts of libraries.

Special libraries, because of their small size and what is often deemed non-essential function, are very susceptible to the general economic health of their parent organization (Matarazzo, 1983). Reviews of special libraries are often forced by adverse financial conditions. What Matarazzo found was that it was senior management and not economic factors who were pivotal in special library closings. Management will cut those services which they do not use and which seem of low value. The advice he gives is that in order to survive, one needs users high enough in the hierarchy of the organization to influence decision making. The process of library self-evaluation is stressed. Recalling previous statements on the importance of planning, Matarazzo writes of establishing objectives and standards, and observing changes in the organization as they potentially affect the library's priorities. A shift in use can influence the value of services. Here the emphasis is on the linking of library policy and planning with the needs of the parent organizations.

Special libraries must prove to management that they are essential to the organization's survival and prosperity (Bell, 1984). In an era of budget decreases and increased services costs, special libraries are forced to practice "cutback management", which is the accomplishing of more with less. Bell lists five practices which cutback management engages in, but these hinge on those in positions of authority accepting the necessity of cutbacks psychologically, and also on the ability of the organization to carry out the changes. Resources must be developed, both human and monetary. Productivity must be increased through new technologies, planning systems, goals and objectives setting, staff motivation, training, and participation in management. Economy measures must be implemented, decreasing the organization's fiscal commitments via staff reductions, rationing services, and decreasing operating costs. Last, a reorganization or restructuring of programs or the library/institution may be desirable. Bell also stresses the importance of being aware of the library's direction vis-a-vis the organization's. More practically, Bell says that collection development should be geared towards users' needs, but especially towards those users who can best serve the library's interests. Cutback management should be seen as a "menu" with a variety of possible selections to fit specific needs. The library should try to make the organization as dependent as possible on its services to ensure its own survival.

A broader view of potential causes for the review of special libraries identifies five possible stimuli: (1) change in business strategy; (2) hard times; (3) change in leadership; (4) check up; and (5) change for change's sake (Curtis and Abram, 1983). Although library budgets are relatively small, the benefit of their output is difficult to measure. Traditional output measures, the number of books signed out or catalogued, are not very useful or persuasive to senior management. Instead, one must try to show how and to what extent others are made more productive, or how their decisions are made more successful. Collection size is meaningless when the collection is not viewed as a means to an end. Strategies for survival include showing how the library "adds value." Not surprisingly, this process begins by identifying organizational objectives and priorities and shows how the library contributes to these. A listing of services and clients can be useful to add new services to existing customers, old services to new costumers, and so on. New services should be marketed to judge response. Financing for new services is easier if listed as a project and not as a new budget allocation. Once something is established it is easier to justify the cost. The library must draw itself closer to the central thrust of the organization and also to those in control.

In Britain, retrenchment in academic libraries occurred quite differently from the way it did in Canada or the United States (La Rose, 1985; "Chapter 1" Spyers-Duran and Mann, 1985). Funding cuts came from the central funding agency, the University Grants Council, and were for set amounts projected over several years. They varied from institution to institution, and could be mitigated by parent universities. Based on a survey of 28 academic United Kingdom libraries, the sorts of measures taken in response were fairly typical to what has been discussed already (La Rose, 1985). There was a dichotomy between libraries which had done well in terms of cuts at their individual institutions and those who had not. The chief librarian and staff in the former were active in establishing relations and communication with the rest of the university and in raising support for the library. They also had flexible staffing and priorities. In the latter group there was a much more reactive or passive stance taken. La Rose recommends that communication with the parent organization by all levels of library staff is essential, and also that services should be preserved and developed at the expense of material.

With La Rose, a shift can be seen in the attitude to budget cuts from solely negative or realistic to possible benefits. Cuts have forced a redefinition and, in many cases, a definition of library priorities and/or the necessity of establishing goals and objectives. Cuts have also led and allowed for more flexible utilization of staff and increased efficiencies. Retrenchment forces one to examine the relationship between commmitments and resources. To do this one must question traditional views of sacrosanct services and policies (De Gennaro, 1981). Retrenchment allows for the doing of beneficial but politically difficult actions such as merging departmental libraries, or revamping collection policies, or instituting initially costly cooperative ventures. Innovation and creativity are difficult under such conditions, but they are absolutely necessary as minor economies prove inadequate. Creativity flowers under flexible and participative management situations (Weingand, 1982). As one moves from descriptive literature about individual situations or small case studies to longer surveys, there is a transition to a more theory or philosophically-based answer to cutbacks. Whereas previously, actions informed theory, now theory guides action. Retrenchment, which was seen merely as threatening, is now being perceived as a challenge and opportunity (Weingand, 1982).

In times of austerity the acquisitions budget is most vulnerable, as personnel costs are largely untouchable, especially in the short run, and other costs are too small to be significant. Collection development in times of cutbacks must be more refined than in times of plenty. There are six levels of collection development possible for academic libraries (Tyckoson, 1987): (1) instructional support--without these resources courses cannot be taught; (2) core collection of basic reference works without which there could be no research; (3) the standard works which are often cited. These three levels are basic to collections. There are also three other levels: (4) faculty requests; (5) student requests; and (6) esoterica. Austerity eats into levels four to six, but when it makes inroads into one to three, one cannot support users. Levels of adequacy for collections can also be determined similar to the manner used at Indiana University (Bentley and Farrell, 1985). Previously, collection development policy at large institutions was seen as collecting everything possible and being all things to all people (De Gennaro, 1981).

Due to the information explosion, and cost explosion, the increasing costs of labour and storage would make this attitude difficult in any situation, but in times of retrenchment it is impossible and perhaps not even desirable.

Collection development policies have been based on a number of different methods over the years. One way to build and to judge is the use of formulas, including one promulgated during the seventies by the ACRL. It has, however, been rejected or ignored by most higher education commissions, perhaps because it seemed too complicated ("Chapter 6" Spyers-Duran and Mann, 1985). User needs or perceived user needs can also determine collection development. Program and research requirements should include library implications, and libraries should support their institution's academic function. User satisfaction in fulfilling requests must be one criterion of successful collection development ("Chapter 2" Cummings, 1986). One reason for the introduction of new technologies is that it would help meet user needs.

Austerity will also probably affect public services. The largest cost of these is personnel and thus considerable savings are impossible unless positions are eliminated. Reduction in library hours will save only minimal monies as staff is usually skeletal during nonpeak hours and likely composed of inexpensive non-professionals. The political benefit of cuts in services or hours is debatable. Some say it is effective (Tyckoson, 1987) whereas others say it is not, and may even be harmful (De Gennaro, 1981). In terms of actual elimination of jobs it is probably preferable to take a long-term approach of attrition versus layoffs.

Although personnel cuts are a typical response to retrenchment, little in the library literature has been written on the effects of these on remaining staff. Retrenchment causes stress and increases fears, rumours, and worries (Tyckoson, 1987). Management must address these problems. Although positions are being lost, management seems hesitant to realise that fewer people will be required to do more work. In addition, the financial pressures of accountability lead to lower initial salaries (if there is hiring at all) and smaller raises, despite increased workload. Increased labour costs lead to automation as a cheaper and better alternative, but even this causes apprehension over one's future employment. The pressures of smaller acquisitions budgets places stress on book selectors to make each choice correct, and also increases frustration because one is not able to buy all that is necessary. One's best employees may well leave for better positions elsewhere. Planning is again suggested as a panacea by Tyckoson to help solve the above problems. With fewer staff, their development is necessary now more than ever, but often development is cut. This results in short-term saving and long-term problems. Continuing education will improve staff performance and quality, thus effecting long-term gains.

In times of retrenchment it is necessary to improve staff productivity and performance and also institute policies of evaluation and accountability ("Chapter 9, 14" Harvey and

Spyers-Duran, 1984). Employee efficiency, that is, performing a task ecomonically, and effectiveness, performing the correct task, must be improved. Job uniformity and standardization, and flow charting procedures can lead to economies. Costs and benefits for specific activities must be established so as to eliminate those of limited value. Evaluation and assessment are necessary also, so one must define responsibilities and duties and have standards congruent to library goals and, in turn, the parent organization. Services must be viewed in terms of inputs and outputs and what they contribute to overall effectiveness and productivity ("Chapter 7" Spyers-Duran and Mann, 1985).

Ways of earning funds through charging for external use, especially by industry, is one method of offsetting cutbacks (Line, 1986). In an academic setting, charging back to departments with its benefits and pitfalls is discussed by Line. A guide to what facilities and services should be charged for is also given. Line does stress that individuals should not be charged for what is necessary to fill their function.

Line also lists general principles to run an academic library which can act as a brief summary of what has already been mentioned. What the institution's informational needs are must be established and faculties to support these must be given priority. Alternative ways to do these should be looked at, considering cost and effectiveness.

In response to austerity, a new philosophy of access to materials versus holdings is emerging (Mackenzie, 1986). In terms of technology, full text data bases are being viewed as replacements for costly journals (especially in the sciences). There is, however, some competition and tension between Humanities and Sciences for shrinking budgets. Planned resource sharing and acquisitions is being looked at seriously, in addition to traditional ILL. To further this process, it is necessary for libraries (here only academic ones are being considered) to know in detail the resources of others to be able to plan their own individual acquisitions policy. One technique for doing this known as Conspectus, which is "a methodology for describing in standard format the strength, weaknesses, and present acquisition policy of a library" (Mackenzie, 1986). This is done by dividing the LC classification into minimal subject groups with two indicators (ranging from 0-5), one to assess present strength and the other for the purchasing policy in force. Language modifiers can also be added. It is necessary of course to know the other libraries' holdings and to be able to get materials. There must be cooperation with other libraries in terms of access, supply, acquisitions, and cataloguing.

Many authors mention in passing the necessity of inter-library cooperation due to declining resources. However, only two discuss it in any great detail ("Chapter 3" Cummings, 1986 and "Chapter 3" Harvey and Spyers-Duran, 1984). Savings are accomplished through reduced acquisitions budgets and cataloguing costs. Such cooperation is spurred on by fiscal restraint and by advances in telecommunications and computer technologies. Most of the networks or consortia are U.S. based, though some are British and a few Canadian. The technical questions of interlibrary cooperation are less a hinderance than issues of administration, organization, and economics. When retrenchment becomes severe, there is an impetus towards cooperation.

Cooperation can be seen from two views. The first is the Method school, where the technological method to render services is the dominant factor. The organizational view stresses the structure and purposes of such cooperation as being of prime importance. Regardless of which view is held, ecomonic self-interest is usually the motivating factor. A corporate model of cooperation is suggested, since decisions and actions are focused on local program requirements and interpretation. Five questions should be kept in mind when considering a cooperative venture: (1) what is to be achieved; (2) by whom; (3) how; (4) with what effect; and (5) with what value. The resulting value must be sufficient to justify initial development expenses and the cost of maintenance. The following are six benefits that most consortia, networks, or cooperatives commonly provide: (1) they provide efficient library service; (2) they expand resources; (3) they receive technological benefits; (4) they develop ideas and/or concepts; (5) they implement cost effective solutions to relieve economic pressure; and (6) they escape political criticism.

Many libraries also mention in passing that libraries must begin to increase their own revenue sources. This is possible through increased solicitation of grants and donations ("Chapter 12" Harvey and Spyers-Duran, 1984). Potential donors can be individuals, corporations, groups, foundations, or government agencies. Donations can be annual (thus recurring), or major gifts, or for special events. Before any active solicitation can take place, the library must arrange for a development office or offices (either full or part time) of its own or, less preferably, use the university's. Someone who is familiar with the library will do a better job at selling it. Cooperation between the library and university development officers is absolutely necessary. Libraries must become more sophisticated in their request asking, and they must be knowledgable about estate giving and planned giving techniques. For fund raising drives, teams of staff should be formed to be educated, motivated and trained. Outside consultants are suggested for drives over $100,000 (U.S.).

Grant seeking usually involves written proposals. Such grants are dependent on the importance of the specific problem being addressed, by the quality of the proposal, and by the record of those proposing ("Chapter 4" Harvey and Spyers-Duran, 1984). In addition, Friends of Library organizations are useful as potential sources of volunteers and as sources of funds as well as lobbying groups. The use of volunteers is problematic as staff time is required to train them, as well as to supervise them. Specific union conditions may make this not viable also. Gift programs of books or materials can be successful but libraries which have a "pick and choose" policy are unpopular with donors.

In order to fully understand the impact of retrenchment it is necessary to see the effects over a large number of institutions and also over a long time period. Such data are available for the

Association of Research Libraries (ARL) between the early sixties and early eighties (Molyneux, 1986). Three periods are distinguished by Molyneux: (1) sixties to early seventies; (2) seventies to early eighties; and (3) eighties onwards. In the first period, the number of volumes added to CARL libraries increased each year. In the second period, the number of volumes added to ARL libraries declined each year. Most recently, (as of 1983/84), there seems to be a shift to the number of volumes increasing again. In terms of staff, Molyneux has broken down the ARL libraries into three groups: the largest 20, the smallest 20, and those in between. He proposes that the size of staff at a library is closely related to the size of the library as determined by the number of volumes. During the first period, there was an increase in the number of full-time staff, both professional and non-professional. In the second period, there was a leveling off or slight decline in staff numbers. However, the proportion of professional staff to non-professional staff sharply declined in the second period. It is only the third period that this ratio has begun to level off and perhaps increase in favour of professional staff. In hard economic times, professional staff numbers decreased, indicating perhaps that they were replaced by non-professionals or by increased automation. A link is drawn between periods of staff growth and periods of increasing volumes added. A stable period of overall staffing is exhibited during years when the number of volumes added declined each year. In the eighties, with a return to increased volumes each year, the staff is increasing and also, the ratio of professional staff to non-professional staff is improving. Molyneux suggests that possibly the seventies was a period of flourishing for the service librarians but not the technical librarians, but he is unable to draw a firm conclusion due to inadequate data.

In a similar, though less extensive study, it was extrapolated that academic libraries receive a fixed percentage of an institution's budget and that this has remained relatively stable over long periods (Talbot, 1984). Even a stable percentage, however, means a decline in real dollars. Academic need is not the stimulus, but rather funds are determined by available revenue, and what is considered an appropriate share of the parental institution's budget. The same author also found that budgets could be consistently broken down into 60% for personnel costs, 30% for materials (with serials taking an increasing proportion over monographs), and 10% for other costs. Despite decreases in numbers of staff, the percentage has stayed constant. Absolute numbers of acquisitions has declined but it is debatable whether this has hurt scholarship. Talbot's solution is to rely on the electronic revolution, with no further explanation of what he means.

In an academic setting, the degree and rate of change in a university library are dependent on the parent institution, and affected by a number of factors ("Appendix B" Cummings, 1986). The vision of the library directors and the institution's agreement with it is one. The library's and the chief librarian's goodwill and credibilty on the campus are also factors. Automation attempts will be affected by the success or failure rates of previous attempts.

What is seen over and over in this bibliographic essay is the emphasis on planning, priority setting, and establishment of goals and objectives and measures. Various ways of coping with retrenchment have also been suggested, but practical details are less important than the philosophical willingness to accept change as beneficial and not negative. The importance of communication and politics in establishing links with parent organizations has also been shown. And in an era of accountability, the libraries' confirmed hestitancy or inability to clearly list the cost of each service, program, activity, and the benefit obtained from these, is a grave problem. In addition, the lack of performance measures compounds the problem. Alternative ways of doing tasks through the use of creativity and innovation, have marked the successful solutions to cutbacks.

RETRENCHMENT IN OTHER ORGANIZATIONS

When examining the business literature on retrenchment, cutbacks, or downsizing, one notices a greater level of specificity and more theory than in the library literature. There are two distinct themes to the literature: (1) human resource implications of retrenchment; and (2) theory of and actual management responses to retrenchment. Retrenchment or downsizing is often seen as necessary and probably positive, and this attitude should be kept in the forefront while reading this section. The organization will be along these two thematic lines.

During times of cutbacks, personnel costs are often viewed as an area where reductions can be made. In a business environment, where cutbacks are necessary due to declining demands or profits, some personnel come to be seen as superfluous. There are a number of ways to handle a decrease in number or arrangement of personnel. One of the least effective, yet most common, is through layoffs. There are both moral and morale problems involved in layoffs, as well as practical ones (Greenhalgh and McKersie, 1980).

There are hidden costs to layoffs (Perry, 1986, and Perry, 1985). When one lays off employees one is almost always losing specific skills. These are those skills which employees have "learned by doing" in their organization. These can be technical and organizational (i.e., experience in doing tasks or functions with one's group). When these employees are gone, the firm needs to replace them. This usually involves training costs and suffering through periods of inexperience while new employees learn the job. There is some job security afforded to employees through acquisition of these skills. Employees are also less likely to transfer to different organizations when they have high organization-specific skills, since these may not be transferable. There can also be skills that are non-specific, and thus more easily replaced, and to let these staff go is relatively efficient, as new staff can be hired without training costs, as needs dictate. Which skills are necessary for the firm in retrenchment becomes an important question. Skills can be further broken down as to whether they are industry-specific or not. Response to decline depends on its nature, and the type of decline will influence whether firm and/or industry specific skills are necessary. When decline is temporary and resurgence seems likely, for example, it is better to reduce personnel costs through loss of non-firm-specific skills.

There are, however, alternatives to layoffs. Pay cuts can be a resonable short-term solution, especially when tied to the probability of making up the loss in the future. Job sharing and work sharing are also innovations which must be considered. Leaves of absence, less paid time off, and performance-based pay are other possibilities. The ability to move people around in an organization to serve areas of importance is yet another alternative and shows the value of firm-specific skills. Attrition can be a natural way of decreasing personnel and it can be encouraged through early retirement or generous severance arrangements (Greenhalgh and McKersie, 1980). Those who are obsolescent or disenchanted may well take this diginified opportunity to leave, but the organization will probably lose some good people. These can be hired back as consultants as the need arises.

When layoffs are necessary and unavoidable, the moral and morale implications and consequences must be understood. The survivors go through feelings of sympathy for those who are gone, relief that they are not one of them, and concern over their own job security (Perry, 1986). When the organization helps the victims of layoffs, this bolsters the morale of the survivors, as it shows the employer has concern for employees. Placement centres and efforts, resume books, and career counselling are some possible services that can be provided.

Often during retrenchment, human resource or personnel departments are cut and programs such as staff training and development are curtailed. This is unfortunate, as this group can in fact ease an organization through a difficult period. Management sometimes exhibits difficulty confronting problems of survivors (which may be indicative of management inexperience with retrenchment practices). Feelings that co-workers were not bad, but rather merely in the wrong place at the wrong time, lead to thoughts concerning one's own position (Alevras and Frigeri, 1987). There is also guilt and mourning with the loss of friends and coworkers. Those employees who perform essential functions in the organization must be identified, and reassured so as to stay in the organization (Cody, Hegeman, and Shanks, 1987). They must be motivated and their initiative and innovation not damaged by poorly thought out and implemented retrenchment policies. This demoralization takes place because of anger at treatment of friends and peers and a "waiting for me next attitude" (Willis, 1987). The lack of innovation necessary during retrenchment may also be a sign of "don't rock the boat" fear, or merely a lack of interest. Good morale is then maintained through humane human resource treatment of those who have gone and those who stay.

Although there are smaller numbers of staff, the question of what to do with the workload of those who are left is critical.

Depending on the nature of the cutbacks, it can be done by survivors (which often entails work overload, although this may be seen as job enrichment), or it can be contracted out (to save money), or it may be eliminated altogether (Alevras and Frigeri, 1987). In a retrenchment and post-retrenchment environment, one may find increased interdepartmental warfare as scrambling takes place for inadequate resources, or merely to protect turf. This decrease in co-operation is dangerous to the organization. From this environment, Alveras and Frigeri propose a model of four types of employee response to change: leader, follower, avenger, and victim. One's position depends on one's power, and concern for organization or self. The avenger is the most destructive force, unless changed to a leadership role. The authors list numerous techniques for dealing with each category.

Downsizing has been defined as the systematic reduction of workforce by an employer in a variety of ways, usually as a result of financial loss or technological change (Applebaum, Simpson, and Shapiro, 1987). It can be accomplished through a variety of methods. Although costs are cut, there are societal implications in terms of increased unemployment, and individual depression and poverty. Survivors, as mentioned, also suffer from increased stress; and while there may be initial increases in productivity, without proper handling, motivation is often adversely affected by job insecurity. Benefits from downsizing in saving personnel costs, and having a more streamlined bureaucracy and chain of command are possible, and worthwhile.

One difficulty with cutbacks is that while it may eliminate excess fat and possibly poor performers, "good" employees may also voluntarily leave (Perry, 1984). Such employees leave either to "abandon a sinking ship" as a response to downturn, or to make a "well-timed exit" as a reaction to the organization's response to downturn. Often during retrenchment, the organization will have inadequate inducements to help self-interested and key people. Those who abandon ship see periods of downturn as affecting future possibilities, making careers harder to predict, and generally creating an imbalance between contribution and return. The employee who makes what they consider to be a well-timed exit views the situation as one of three possible career environments, and downsizing is seen as hampering the chosen environment. The career environment is based on the market and potential earnings; the bureaucratic environment is seen as a series of positions, and how far one can get, as opposed to how much. Lastly, the professional career environment is viewed as an opportunity to do meaningful work and have autonomy. To reduce abandon ship leavings, the organization must reduce uncertainty by giving the impression that survival and turnaround are imminent. Well-timed exits are avoidable by increased career opportunities. Perry offers strategies and examples of both methods to reduce the loss of key personnel.

One repercussion of not having open communication may be the disruption of cutbacks through rumours (Hirschhorn, 1983; Sutton, Eisenhardt, and Jucker, 1986). Rumours help: (1) to structure and reduce anxiety (of losing one's job or being demoted); (2) to make sense of limited or fragmented information; (3) to organize strategic postures; and (4) to signal status of power (e.g., "I know and you do not"). The negative consequences of rumours can be minimized by providing open and collective discussions and communication to allow the structure of anxiety. Realistic and specific target dates for decisions should be made. Contingency plans for different scenarios should be available, known, and have had input from employees. Timelines for internal events should be related to external events which are triggering mechanisms. Certain actions can go ahead regardless of externals and these should be set out. Worst case scenarios should be encouraged to articulate unspoken fears and increase sense of control. Open discussions also allow for brainstorming. Individual rights to plan one's own future must be given legitimacy. Rumours will also emerge when management's opinions or statements are not credible.

Rumours adversely affect workers' perceptions of their job security (Greenhalgh and McKersie, 1982). This in turn adversely affects organizational effectiveness. Less commitment to an organization can take the form of decreased productivity and increased turnover. Low productivity is hard to address in such a situation because managers hesitate to rock the boat themselves, invest the effort to correct, or do surveillance. Managers would not want to admit their shortcomings in allowing low productivity. To offset rumours and to stop them beginning, the work force must be perceived as an integral part of organizational change and not a problem to it, or simply a tool. Effective change will occur where work force change is handled humanely regarding layoffs, and survivors. For the latter, the perception of job security is essential and workers will give up much to guarantee it. There are economic consequences to poor handling of cutbacks but companies have a social contract with workers and therefore a responsibility to help those they displace.

Effective management and planning of human resources is one way in which to cope with environmental change (Cook and Ferris, 1986; Ferris, Schellenberg, and Zammuto, 1984). What characterises poor human resource utilization is the shot gun approach which relies on short-term isolated responses to immediate crises. Integrating human resources with overall strategic planning allows for long-term benefits. Human resource departments manage the pool of knowledge and skills possessed by the organization to ensure that it can be competitive and adaptable. Cook and Ferris discovered in a study that high performing organizations use an integrated approach while in low performing ones there was little integration. In times of retrenchment, human resource departments are not cut in high performance groups, as they realize it is necessary for the future good of the organization. In integrated systems, hiring/recruitment and termination will be seen in light of future needs. They will control the inflow and outflow of skills and knowledge possessed by the organization. Training and development is the manner in which human resources modify existing competencies. It is also necessary to have a functioning evaluation and reward system. Exit policies are as important for those who stay as those who leave.

Layoffs are often necessary because of excessive hiring and optimism during boom periods when superfluous or not very productive staff are innocuous (Moore, 1985). Because growth has prestige, and because it was the norm for many years, there is a disincentive to restrain hiring. Management must overcome denial of decline, and its probable permanent nature. During retrenchment, management must change its attitude and engage in strategic planning using available and new information and analysis. Analytical staff and human resource staff must be kept or hired to establish performance criteria, service levels, and project future employment levels.

Before layoffs can occur, some staff will already have left. Junior staff may go voluntarily because they realise cuts are often based on seniority (Moore, 1985). As staff leave or are laid off, motivation becomes difficult to inspire because of problems associated with job security. Layoffs and budget cuts can be across the board or targeted. The latter, while more rational, may be impossible, as the former are perceived internally as fairer. The idea of sharing the burden may seem equitable, but it penalises those areas which were efficient or lean before cuts. While cuts based on seniority are easy to do and justify (and maybe necessary in union environments), they are harsh on young, new staff and may especially adversely affect women and minorities who for a number of reasons do not usually have long seniority. Job performance should be the principal criterion but it is criticized as being too subjective.

Organizations must respond not only internally to decline, but also externally through transition management (Price and D'Aunno, 1983). Transition management tries to arrange networks of resource exchange that produce mutual benefits. It is not concerned with individuals' or organization's behaviours, but with the character of their relationships, linkages, and transactions. Involved are individual workers, unions, community agencies and officials, and the company. What is exchanged is information, money, skills, and legitimacy, or goodwill. Cutbacks have social implications and companies have responsibilities. Transitional management arranges the complex network of exchanges (actual and potential) between those parties it has identified as key. The imbalances and dependencies that may occur in such exchanges must be identified. New exchanges must be worked on to decrease imbalances. Good corporate behaviour in terms of severance pay, and outplacement avoid legal and economic sanctions, internal morale problems, and at the same time is also morally responsible. External agencies should be found and included, as they offer great potential assistance. An analysis of exchange relations may suggest strategies to reduce costs for the corporation and employees. Senior management must be a partner if the process is to succeed, as it may involve costs in the short-term.

Retrenchment must be seen as an investment in future survival (Hardy, 1987). When retrenchment is badly handled, it may cost the company a great deal through union actions, alienated and disaffected staff, damaged credibility and reputation, government intervention, public criticism, and jeopardising the retrenchment strategy altogether. Downgrading is not occurring, but rather downsizing. Proper handling of survivors and employees and open commmunication allows for a shift in attitude from seeing retrenchment as a threat, to seeing it as a positive experience providing challenges and opportunities. Time must be given to human resources to consider and implement alternatives to layoffs. Employee participation in decision making offsets feelings of powerlessness, but one must also allow protection of the employees' own self-interests.

The ability to deal with cutbacks and retrenchment is one many managers lack through experience or education (Sutton, Eisenhardt, and Jucker, 1986). To manage organizational decline, old practices must be replaced, for example, by the humane separation policies repeatedly suggested herein. The nature of layoffs must be looked at not only from the point of seniority but also by how they affect all levels of the organization, including middle and upper management. Cutbacks are only a symptom of decline, not a cure. To cure decline, the organization must become adjusted to the new environment through new strategies, new or revamped products/services and through the methods already suggested, that is, among others, communication, and participatory management.

What human resource strategies are attempting to do is minimize the disfunctional aspects of decline, as retrenchment affects climate and behaviour of workers and organizations (Krantz, 1985). Based on research from the Tavistock Institute, the author postulates that with increases in stress and anxiety, there is an increase in behaviour which functions as a primitive defense. One can search for an omnipotent leader, but inevitably one will be disappointed, yet begin the search again. One can fight or flee as an external enemy is imagined, and this fear ties people together. Or employees can pair off into groups of two. This return to what Krantz refers to as "basic assumptions" is meant to increase security. These fantasy-driven motivators underlie group behaviour but are more apparent during times of stress. These primitive responses are rigid and take away the flexibility necessary in times of retrenchment. A more sophisticated defence system provides time, space, encouragement, and authority for people to discuss their anxieties and think realistically and flexibly about the cutback situation.

Individual responses affect the way an organization responds to crisis. The individual goes through a process similar to the handling of death: denial, anger, depression, and ending with acceptance. The proper management of retrenchment involves understanding the basic assumptions and social defenses and protecting the strengths in these but not succumbing to them in terms of management style. Krantz ends by stressing, as has been done elsewhere, the importance of disclosing as much information as possible, allowing for mourning and survivors' guilt, and the necessity of allowing individual career planning even when seemingly at odds with the organization's needs.

There are structural reorganizations which accompany downsizing (Ames, 1985). It is necessary to dismantle the infrastructure that was in place previously supporting a business which is presently nonexistent. And therefore, it is necessary to create a new structure more in keeping with actual current realities. Management must face new or real facts and usually overcome hopes that changes are temporary. In times of growth, cost control is not as vital as in decline. Each activity in an organization must have its costs and also relative value established. It is often found that in terms of structure there are excessive layers of middle managers which results in a separation of senior management from those doing the work. Those making the decisions are too far away from those whom the decisions affect and who can provide information which will affect future decisions. In retrenchment, these layers are trimmed so that many managment functions go to the line or operational managers (and sometimes workers) with the belief that changes are best sensed and reacted to at that level (McDowall and Ladd, 1985; Willis, 1987). Ames stresses that most organizations are too top heavy and retrenchment makes for a leaner, better communicating, more responsive, and cheaper organization.

The squeeze on middle management and pressure from corporate headquarters has led to decentralization and a pushing of authority down the ranks (Kiechell, 1985; McDowall and Ladd, 1985). Increased responsiveness is hoped for with the pushing down of authority. Corporate headquarters or senior management now act only to define key corporate issues, strategic directions and monitoring. A negative attitude to excessive central planning is shown. In addition to authority being drawn down, work is also descending with technological advances such as AI, expert systems, and so on (Kleinschrod, 1987).

Although it is not necessarily a function of decreased middle management in organizations, nonetheless decline often either results in, or greatly encourages, a change in management style to a more participative model. High employee involvement during cutbacks, retrenchment, and post-retrenchment is one way to reverse decline (Mohrman and Mohrman, 1983). This sort of change involves significant time and other resources and requires a high information environment. The open communication urged during retrenchment can also be seen as encouraging participation. Involvement combats feelings of uncertainty and powerlessness.

In periods of decline, organizations increasingly try to meet their own goals and needs, often at the expense of those of their employees (Mohrman and Mohrman, 1983). Individuals will begin to adopt strategies of self-protection, such as leaving an organization, or decreasing creativity so as to be more conformist and less noticeable. An employee may become less open, or beome an "avenger" or a rumour starter. Survival instincts are brought out by decline. As well as these negative characteristics, one often finds a reliance on old and tried methods to the detriment of the organization. In periods of decline, management must protect employees' interests. This change in management attitude is accompanied by a change in management practice to include employees in the decision making process.

Another benefit of participation is that implementation, acceptance, and the impact of decisions is easier, since those affected know of and have influenced the changes (Lipitt and Lipitt, 1984). The participation must obviously be voluntary. But if such a policy is followed, one will likely find a change in attitude from calamity to challenge, powerlessness to potency, fear to trust, and feelings of sacrificing quality to improving it. These attitudinal changes are invaluable for the implementation of retrenchment and the well-being of the newly retrenched organization.

While getting to a downsized position is difficult, staying there may be harder (Tomasko, 1987). It is partially through the technological systems and changes suggested above, such as improved MIS and expert systems that one can. Also, changes are necessary in human resources management. Performance apraisal must have "teeth" to make it hard for poor performers to stay on. Different career paths, more horizontal and dependent on area specialization, must be investigated. As well, more job security must be provided for those who do stay to alleviate their fears and the resultant erosion of productivity.

Tomosko proposes a solar system model of corporate organization in a situation where there are fewer staff; that is, he proposes fewer intervening levels between staff and managers to enhance communication. Many services formerly done by staff can be contracted out and, although self-sufficiency is decreased, lower costs and increased flexibility compensate. Smaller decentralized units are the norm so that each has more responsibility, which acts as a motivating factor, and also allows for cutting of management layers and costs. Control is through "soft controls" such as corporate culture, careful selection of employees, and mandatory training rather than hard controls such as supervisors and systems. Obviously, many of these controls fall within the domain of human resources and once again it is necessary to involve and integrate this group with strategic planning. The interrelating of organization and employee needs to be central to the proper functioning of a downsized firm. Each must exhibit real commitment and concern for the other.

The flurry of interest in retrenchment can be seen as a response to the unusual situation of increasing cuts in white collar and some professional positions (Gilmore and Hirschhorn, 1983). Retrenchment changes the nature of career progression. It focuses attention, perhaps for the first time, on white collar productivity and quality of work, with resultant shock, surprise, and morale problems. The laying off of educated employees creates new and complex problems as middle management begins to feel expendable. Job loss for white collar workers, the authors may be implying, is a big trauma; more so, perhaps, than for blue collar workers.

Retrenchment involves changes in management culture and style (Gilmore and Hirschhorn, 1983). The nostalgic yearning for a past that is now seen as having been perfect, or of being too critical, must be avoided. The sanctioning of individual, as well as organizational, planning during retrenchment marks a radical shift. Participation then is seen as a way to gain pertinent information and to encourage commitment to change. Jumping ship or leaving out of fear is less likely and those who stay are more committed. Even those who go usually give adequate notice in a more information-rich and participatory environment. The emphasis during retrenchment for management is to control ambiguity and uncertainty, and to master interpersonal relations (especially with regard to assuring top personnel) in order to keep morale high. Various methods, such as communication and firm deadlines and dates are discussed elsewhere in this essay. This new openness is often at odds with the traditional paternalistic attitude of senior management, who formerly accepted all anxiety and worry, kept it and problems secret, and made solutions without consultation. Uncertainty can be structured partially through the use of scenario planning (best and worst which involves staff).

One method to cope with organizational decline is by transorganizational systems (Cummings, Blumenthal, and Greiner, 1983). Organizational response is dependent on the nature of the decline. Stagnation is often more subtle than cutbacks. In the latter, one can either lose the competitive edge or be the victim of a shrinking total market or shrinking market share. Although internal solutions such as human resource management are possible, the external solution of establishing cooperation between two or more organizations for a common purpose is another. Conditions favouring TS include environmental turbulence, altruism, mandate, lack of exit option, and interdependence. The nature of decline also affects the possible structure of transorganizational systems, and whether one joins with similar or dissimilar organizations. Three initial steps must be taken for the process to occur. One must identify potential partners, bring them together to discuss feasability and desirability, and lastly, the necessary organizational structure and mechanisms must be established. The authors provide detailed questions for each of the three steps.

Responses to retrenchment often involve innovation in technology and administration. In a large study of public libraries, the rate of adaption of both types of innovation was examined (Damanpour and Evan, 1984). It was found that technical innovation (which is directly related to the primary work of the organization) occurs at a faster rate than administrative innovation (which occurs in social systems of organization and involves relationships among people). Those libraries which performed well had a more balanced level of administrative and technical innovation than low performers. The authors also found that administrative innovations trigger technical ones more readily than the reverse. Technical innovations were seen as easier to implement, their relative advantage easier to articulate and show. They are more triable and the results more observable. There was also a feeling that technical innovations helped the organization to respond more to environmental changes. Innovation generally has a positive relationship to size, i.e, bigger organizations are more likely to innovate. What the authors do not discuss is the willingness to innovate, especially in terms of decline or crises.

There exist several examples of checklists for cutbacks and the principles which guide them. Budgets must be realigned to available resources which often have been decreased by changes in the external environment. Public and government organizations and agencies have different sets of priorities and questions to answer from the private sector (Lewis and Logalbo, 1980). One must establish why and how much money is being spent, who is receiving the benefit or services, and whether they are paying fairly for it. Alternative ways to provide services should be looked at. Priorities should be established and ranked to allow for logical cutting where necessary. Cutbacks force one to focus on goals, outputs, and costs. They do, however, allow and encourage, where there is a will, the realignment of commitments and purposes. The appropriateness of certain cuts may, however, also be established by political processes. When efficiencies are introduced, most will take time to flower and may not entail savings, but only better spending. Short-term economies, often not well thought out in terms of implications, often cause long-term costs. Across the board cuts fall into this category, as they penalise efficient units. The authors go into great detail on cutting back and withdrawing from services, reducing expenditures, improving the resource base, and improving personnel management. They emphasize the importance of considering local government situations throughout.

Another checklist which was established in a Canadian context, and for the public sector, lists ten steps leading to effective retrenchment management and summarizes many issues discussed already. The ten steps are as follows:

1. The environment must be scanned to ensure public and political support, strong funding, and any threats;
2. The reality, and probable permanency of cutbacks, and not growth, must be acknowledged;
3. Political support should be fostered as well as other methods to increase external support and opportunities to influence adverse external environmental conditions and views;
4. The imbalance between the purposes of an organization and resources available must be addressed through establishment of internal priorities;
5. Corporate strategy should be reviewed with emphasis on communication and commitment of staff, and their participation in decision making;
6. Reductions are targeted by economy measures and means of increasing productivity;
7. Reductions must take place slowly to leave adequate time for explanation and adjustment;
8. Alternatives to staff reductions should be sought, perhaps through reduction in compensation and not through reductions in staff complement, or reliance on voluntary leave taking;
9. A balance of rationality and fairness should be sought in cuts; for example, across the board cuts are less preferable than making cuts according to priorities in corporate strategy;
10. Communication is vital through all of 1-9.

The initial difficulty with downsizing is recognising the need for it and then making the decision to begin (Lippitt and Lippitt, 1984). Strategic planning for long and short-term goals must establish priorities and take into account human resource implications. Layoffs are to be avoided if possible, and assistance given to those who go. The process must be suffused with communication. Equal attention should be paid to those who stay, to reassure and recognize them. These three models of retrenchment tend then to agree with each other in priorities to be followed by retrenching organizations.

Organizational decline can be due to a number of causes (Cameron and Zammuta, 1983; Ferris, Schellenberg, and Zammuta, 1984). A change in the environment can affect the organization's niche size or its shape. In addition, decline may be continuous/ sustained or discontinuous/sudden. There are four possible ways of describing decline, the strategy to deal with decline, and the tactics to deal with decline. Erosion, the continous change in size of niche, involves a domain strategy of consolidation and reactive (direct response to event but not until it happens) tactics. Dissolution, a continuous shift in shape of niche, has a domain strategy of creation, and enactive tactics (new management techniques). Collapse is discontinuous change in shape of niche, involving a domain strategy of substitution and experimental (trial and error) tactics. The role of human resources management is to help in the implementation of domain strategies through the methods proposed by Cook and Ferris, and Ferris, Schellenberg, and Zammuto.

Environments can range from stable or static to turbulent and organizations develop responses to crises within the environment (Smart and Vertinsky, 1984). Organizational response is in fact management's response, and this will depend on how well firms can control their environment and the costs of introducing change into the organization. The amount of turbulence and its rate will influence the amount of change to major goals within a given period. In addition, the complexity, or number of factors to be taken into account while making decisions, must be considered. Whether such an environment is predictable is also a factor. Management will act in a consistent way with their psychological outlook. Response according to the authors can be of two sorts: adaptive, or entrepreneurial (where management try to modify to environment). These two responses can be over the long-term or the short-term. The authors postulate that the attributes of differing environmental crises tend to produce specific strategic responses. When environments are highly complex and turbulent, the response is retrenchment and adaptive responses because of management's perception that it has little ability to control the environment. Organizations which develop in stable environments may lag in response to changes in the environment, and will cope by information gathering, which being a slow process, delays strategic responses. Organizations which evolved in very volatile or stable environments are susceptible to crises resulting from permanent change to the environment, and will act defensively.

Response to environment is in fact a form of organizational learning. This sort of learning can be "single-loop" or "double-loop" (Petrie and Alpert, 1983). In the former, change takes place, but the organization continues its basic practices under the same objectives. For the latter, one must see a changing in norms, the structure, mission, objective, or underlying premises of the organization. By far, it is the harder change, but it also has potentially more benefits. The difficulty lies in deciding whether a situation merits one response or the other. Behaviour which is consistent or rational with one response may be seen as irrational with another. The authors combine this theory with two types of response to environmental pressures. Efficient responses entail doing as much or more of what the organization does, but with less. Effectiveness involves creation of new stability by changing mission, structure, or strategy. Obviously, single-loop behaviour links with efficiency measures and double-loop with effectiveness. Efficiency measures are more often chosen as a response because they are easier to measure, and goals are hard to establish or change, despite the fact that these efficiency measures are inadequate. For proper responses to crises, one must decide if existing norms, images, values, and beliefs are correct.

Charles H. Levine is a key writer on retrenchment. Levine sees that most government agencies (and perhaps more broadly, other organizations) respond to resource shrinkage and scarcity by policies of "decrementalism" (Levine, 1984). This is the stretching of resources and short-term adjustments to save costs without much loss of visible effectiveness. There is a reluctance to see retrenchment as necessitating long-term strategic planning, partially due to the difficulty of establishing priorities, costs, and benefits. There are numerous short-term consequences with such policies, many of which have already been discussed, which can be generalized as human resource erosion.

The management of retrenchment is in fact merely the management of change. This will involve correcting "uncertainty" through communication, long range planning, and clear performance appraisals. In addition, combating "drift" or units protecting their own turf at the expense of, and disregarding, the agency's good. Last, one must combat "disinvestment", that is, employees valuing their stake in the organization less through reassurance and bonuses. Levine also addresses the issue of losing (and how to keep and attract) one's best staff by voluntary exits. He discusses several personnel changes to offset the above three problems.

And although management knows what to do in times of retrenchment, Levine says that in most cases they prefer decrementalism. Cutbacks and responses to them produce a great deal of personal stress which has a freezing effect on management. They become anxious and unproductive and the inclination for innovation is lost, for fear of repercussion for wrong actions or unknown results. Communication tends to decrease, especially that information which is contrary to staff perceptions of reality and solutions. Traditional values (and responses) are relied on as alternatives, since innovation tends to cause more anxiety. Levine then agrees with previous authors in that management often cannot, without strong conscious effort, react properly during retrenchment, especially until an attitudinal change occurs.

CONCLUSION

There are many specific factors which explain why organizations, corporations, institutions, and governments have felt it necessary to retrench. These factors, while having common features, are also different for each situation. Thus, to understand decline, one must be able to place it in the context of a theoretical model. Various models have been discussed in this essay. The way management perceives, understands, and accepts the nature of decline will determine management's response to it. Other influential factors are the level of anxiety experienced and the preconceived norms of individual and corporate behaviour. In general, management must overcome the view of decline as a burden, accept it as a permanent fact, and then change the management style, as well as the corporate goals, objectives, mission, and priorities to suit the new reality.

Changes in management style are treated early in the section that reviews the business literature. Attention to human resources, the most valuable resource any group has, is marked in retrenchment. The needs of those let go, and the needs of the survivors, must be looked after. New methods of recruitment, training, and performance and judgment of work are necessary. But it must be in the context of open communication and participation by the employees. It also must be part of long-term planning, and a shift or analysis of what a corporation is doing. The stress is not only on doing what one should be doing well, but also on doing the correct thing. Maintaining an increasing productivity is essential in times of retrenchment. As well, breadth of vision is necessary to imagine, and then implement changes. One aspect of these changes has been the delayering of management in an attempt to open communication and to return responsibility for work to those closely associated with it. This decentralization also requires changes in management's way of acting.

What is lacking in the library literature is a theoretical model as to the nature of the decline taking place. Without a realization that the nature of decline affects one's response to it, libraries cannot act successfully. What is similar in both the library and the business literatures is the inability of management to accept decline as the new reality. Once this has been done, then both literatures urge an examination or, if necessary, the establishment of goals, objectives, mission, and most importantly, priorities. The library literature stresses the importance of establishing costs and benefits which, while worthwhile, should not be done at the expense of rational priority setting.

What is very much missing from library management is a concern for the effects of retrenchment on staff. Although libraries may not lay off staff to the extent of private and other public sectors, cutbacks still affect staff. There is little exhibited concern for the anxiety and loss of motivation. The flight of valuable staff is also not addressed. Libraries seem to be ignoring the erosion of productivity that results from poorly handled retrenchment. Businesses, perhaps because of their profit driven motives, do pay attention to productivity. Libraries, on the other hand, may be the perfect examples of Levine's decrementalism, with all its accompanying problems.

Libraries rely too much on nonhuman resource solutions to cutbacks, which reflects their poor abilities at management. By stressing technological and cooperative efforts, or fund raising, library management ignores its most valuable resource, its staff,

and escapes from the duty and hardships of establishing priorities. Also, the stress on political support and networking may be examples of wishful thinking; i.e., if one could only network well enough to get back budget. While keeping good relations are important to budget protection, making one's library essential to the parent group is probably a better option.
But again, once this is done, one cannot ignore the needs of staff. Libraries must go to the business literature to find out how to treat staff, and to be able to understand their own responses or non-responses to cutbacks. The technological panaceas discussed in the literature may be little more than placebos when accompanied by disaffected staff, and may prove to be of temporary benefit.

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PART III

Programs, Services and Activities That Were Eliminated, Reduced or Introduced in CARL Libraries Over the Ten-Year Period, 1972/73 Through 1982/83

INTRODUCTION

One of the purposes of this study was to ascertain how retrenchment affected the services provided by the library to its users. These services were viewed by the investigators as being central to the mission of the organization. We were concerned with what happens to the provision of services when the organization undergoes retrenchment and how the changes in type of service would affect library staff. Such information could, of course, be obtained in a number of ways, one of the more obvious being to list a variety of possible services and ask respondents to indicate those which had undergone some change. We felt, however, that such a method had serious drawbacks. First, it might predispose respondents to identify only those services listed and ignore those not named. Second, services listed might suffer from terminological inconsistency across institutions and therefore, staff might not readily identify a service by the name used to describe it. Third, we wanted to ascertain the respondents' opinions regarding the changes in services without channelling their thinking in any preconceived direction. We recognised that the act of retrenching did not necessarily involve simply the cutting out of some services and disregarding the rest. Gradations of cutback were possible and, indeed, probable. In addition, while some services might be reduced or eliminated altogether, others might be introduced for the first time. This might be especially true, we suspected, of various types of automation. Taking all of these factors into consideration, and in view of the fact that our research funding was not sufficient to allow interviews, we chose to pose a series of closed and open questions. These questions, 29 through 37 on the staff survey questionnaire, inquired whether any programs, services, or activities in the library system had been eliminated, reduced, or newly introduced; and for each category asked the respondent which of these changes in services had affected him or her directly, and in what manner. The answers to these questions are the focus of the remainder of this chapter.

PROGRAMS ELIMINATED IN THE LAST TEN YEARS

Our first concern was to ascertain whether any programs, services or activities in the library system had, in the opinion of the respondent, been eliminated in the last ten years (question 29). In keeping with the analytical framework used in other parts of this study, responses were categorized first by the library systems that had begun retrenching before 1980. Table 1 shows how many middle managers and general staff members in each institution felt that some elimination of programs, services or activities had taken place. The frequency percent is given for the combined staff categories. In six of the eight library systems that began retrenching prior to 1980, more than 50% of the staff had no doubt that some services had indeed been eliminated. Staff in five of the six Ontario libraries in the pre-1980 retrenchment group agreed that this was the case. Among the post-1980 retrenchment CARL libraries, the last two to experience retrenchment were all in British Columbia. Yet, retrenchment seems to have been so severe in these institutions that it was obvious to over half of the staff that services had been eliminated. Indeed, in one of these, the fact that cuts had been made was affirmed by almost 94% of the librarians who responded.

In addition to analyzing the responses by whether retrenchment occurred before or after 1980 as in Table 1, the responses were analyzed by ranking the CARL libraries according to the percentage of their total staff who responded to question 29 either affirmatively or negatively. The libraries are ranked in descending order according to those whose staff responded affirmatively and are therefore, in ascending order according to those who responded negatively (Table 2).

In 17 of the 22 CARL libraries, 50% or more of the staff felt that services had been eliminated in their library system in the last ten years. Of the five libraries with the highest percentage of staff who affirmed that cuts had taken place, three were in Ontario, the remaining two in British Columbia. Of these five libraries, four (three in Ontario and one in British Columbia) were listed in Table 1 as having experienced retrenchment before 1980. Of the five libraries with the highest percentage of staff who denied that cuts had taken place, two were in Quebec. Of these five, three (two in Quebec and one in the Atlantic region) were said to have experienced retrenchment after 1980.

Next, respondents were asked whether any of the eliminated programs, services or activities had affected them directly (question 30). Their responses are given in Tables 3 and 4. In seven of the eight CARL libraries that began retrenching prior to 1980, 50% or more of the staff claimed that they had indeed been affected by the services that had been cut. Staff in all six of the Ontario libraries in the pre-1980 retrenchment group felt that the elimination of services had affected them directly. The one library where only one-third of the staff felt that they had been affected was on the Prairies. Among the 14 CARL libraries which experienced retrenchment in the post-1980 period, 11 had 50% or less of their staff who felt directly affected by the elimination of programs, services or activities that had occurred in their library system. Of this post-1980 group, the three libraries where staff said they were affected were in the Atlantic region, Quebec and British Columbia.

In Table 4, CARL libraries are ranked in descending order according to the percentage of their total staffs who responded positively to question 30. It will be noted that of the 22 CARL libraries, 13 had at least 50% of their staff claiming that they had been affected by cuts in programs, services or activities. Of these 13, six were in Ontario, and all of these were in the group in Table 3 that had begun experiencing retrenchment before 1980. Of the remaining seven where half or more of the staff claimed to be affected, one library was in the Atlantic region, one on the Prairies, two in Quebec, and three in British Columbia. Those libraries where the fewest staff claimed to have been affected were scattered across the country with two on the Prairies, two each in Ontario and the Atlantic region, and three in Quebec. With the sole exception of a library on the Prairies, all libraries where the least number of staff claimed to be affected had begun to retrench after 1980. Indeed, the two Ontario libraries where less than half of the staff felt affected by program cuts were the last CARL libraries in that province to undergo retrenchment.

We now turn from the opinions of staff about whether or not there had been program cuts, and whether or not they had been directly affected by these cuts, to a consideration of which programs had actually been eliminated and how these cuts had affected staff.

Respondents were most generous in providing detailed answers, providing a detailed list of programs that had been eliminated by their library systems and the effects, short and long-term, direct and indirect, these cuts had on programs, services, activities, staff, and users. To provide conciseness and clarity, as well as to preserve anonymity of individual institutions, while at the same time providing a representative over-all picture that applies across libraries, the responses have been consolidated and grouped into the broad areas of public, technical and administrative services. Within these areas specific types of representative programs, services, and activities have been identified. Then, the perceived effects of cuts in these programs, as related by the respondents, are described.

Eliminations in Public Services Areas

Areas in public services that have undergone cuts can be classified into the following categories: (1) general access, including outreach and satellite libraries; (2) general services; (3) services to faculty; (4) teaching functions; (5) acquisitions; and (6) specific positions. With regard to general access, there has been a curtailing of hours in which the library in general remains open and when reference services are available; some libraries no longer staff the reference desk in the evenings, on weekends, Sundays, or for extended hours during the period before exams. Others have either reduced the number of professionals providing reference service or replaced them altogether with support staff. Respondents reported the elimination of entire library sub-units, such as the A-V library, the Government Publications Department, the Periodicals Room and a consolidation of and reduction in the number of divisions. In some cases respondents reported the closing of branch or satellite libraries, the elimination of services and extension and off-campus units. General services that were cut included rare book programs and library displays, the catalogue information desk and free online searches and interlibrary loans. Services to faculty that have been cut include compiling bibliographies for individual academics, maintaining departmental reading rooms, routing journals for current awareness, bibliographic verification, answering requests and renewals by telephone, compiling and circulating library acquisitions lists, searching for missing materials, and campus-wide delivery. Teaching functions formerly performed by librarians have also been curtailed. Respondents cited the cancellation of bibliographic instruction courses and orientation and continuing education programs. As for acquisitions, the number of more expensive reference materials, such as indexes and bibliographies was reduced, duplicate materials were no longer purchased, blanket order approvals were eliminated and specialized purchases for specific departments, such as psychological tests were no longer possible. Finally, respondents named the positions that had been cut, usually but not always through attrition or the retirement of the incumbent: Bibliographer of out-of-print books, Curator of Manuscripts, Exhibits Librarian, Orientation Librarian, Staff Training and Development Officer. There were, of course, other positions that ceased to exist, but they were not specifically identified by their position title, but rather more generally as reference librarians, cataloguers or professional and non-professional staff, and student help.

Eliminations in Technical Services Areas

Areas in technical services that have undergone cuts can be categorized as those that are catalogue-related, those that are collection-related, and those that are related to staff. Regarding those that are catalogue-related, most respondents refer to functions that have been severely curtailed, though not entirely eliminated. Those severely curtailed include, for example, much less time devoted to bibliographic searching, much slower book processing, much briefer records for gifts and donations, and ongoing neglect of the authority file. Activities halted completely include the cessation of analytics, cancellation of recon projects, and non-cataloguing of departmental holdings, such as the sound recordings of the music faculty. Cuts that are collection-related include the cancellation of many serials and standing orders, and the dissolution of the vertical file. Ongoing and systematic evaluation of the collection, inventorying and weeding are no longer performed, and collection development activities have been reduced to a minimum. In short, the non-essential, some respondents claim, even some essential, details of the technical services operations have been cut. In addition, there have been reductions in the number of professional and non-professional positions that have substantially affected the type of work done, how it is done, and who does it.

Eliminations in Administrative Areas

Cuts in these areas include those that are related to staff and those related to the physical plant or library buildings. With respect to the latter, the respondents deliver an uncomplicated message: equipment is aging, deteriorating and not being properly maintained or regularly replaced. Buildings are likewise deteriorating, their upkeep is minimal, and those repairs that are undertaken are sometimes substandard. Space shortages are commonplace, but there are no funds for expansion or renovation, microfiching or weeding of collections.

Measures taken with regard to staff in times of retrenchment are many and varied. Rather than attempt to record every local variation as implemented in each department of every library as seen through the eyes of the respondents, only emergent themes or trends will be identified. Beginning at the broadest level, the amalgamation or consolidation of branch, divisional, or departmental libraries has resulted in the elimination of the head librarian. It is true that no cases of actual firings have been reported, but one cannot help speculating whether that is because those people are no longer around to tell the tale. Usually, the elimination of headship positions occurred through attrition or retirement. In some cases the redundant librarian whose position was eliminated was absorbed into another part of the library system. The remaining branch, division or department head then assumed responsibility for their own library, as well as for the library with which they had been consolidated. The result was fewer administrative positions in the system. This technique was also common at the middle management levels where units within the library were joined, often eliminating one of the management positions. In some cases units were joined and reported to a newly promoted or existing senior manager, eliminating an entire middle management level altogether. Virtually all respondents report the non-replacement of middle management staff whose positions were cut out in this way or who left through retirement, attrition or some other reason.

Another pervasive trend appears to be the transformation of full-time professional positions into part-time, then contract and sessional positions. Not only has the nature of these formerly permanent positions changed, but there are fewer of them. Part-time, evening and weekend help has been cut, as has student help in the evenings and on weekends. Clerical staff has been reduced and in some libraries, pooled to serve a variety of departments and functions. Few vacant positions are filled. Virtually all respondents report the severe cuts in budgets formerly available for attendance at conferences, for travel, and for training and development activities.

Effects of Eliminations on Public Services Areas

The cuts that have been made in programs, services and activities have generally not been dramatic. This is not to say, however, that they have not been significant. Rather, there is ample evidence to support the claim that cuts (even small ones) inflicted repeatedly over an extended period of time, in this case a ten-year period, have substantially affected virtually every aspect of the library's organization. Certainly, as far as users were concerned, the results of these cuts are most evident in the types and comprehensiveness of the services offered. The most readily observable decline in service is simply the reduced number of hours that libraries remain open and reference and other services are provided. It is no longer a matter of the institution accommodating the needs of its users so much as users channeling their requests towards those times when the library is open. Where once users could be reasonably certain of having their requests handled by a professional, now these users are as likely to have their requests handled by a clerk. Those few librarians who are still available must spend less time with individual users in order to spread their expertise as equitably as possible over an ever-growing clientele. Such a situation, with fewer professionals working longer hours at the reference desk serving increasing numbers of users, creates not only dissatisfaction among those seeking help, especially if they can compare their treatment with service under more affluent conditions, but frustration among the librarians who recognize that they cannot deliver the quality of service for which they have been educated and trained. In addition, because support staff are being queried more frequently and often with more sophisticated requests, their stress levels have also increased. These staff members are also the most likely to be approached by users seeking explanations about the curtailment of various services. Shorter hours of library opening and the cessation of campus delivery service are two areas often complained about by unhappy users according to respondents.

These problems of reduced access are compounded by cuts in general services. For example, respondents mentioned repeatedly that cuts in circulation staff mean that missing materials are searched for less often, if at all, and that fewer overdue notices are sent out to retrieve outstanding materials. The negative repercussions of these non-actions may take a variety of forms, ranging from a user whose needs have not been met to a gap in the library's collection. Interlibrary loan requests have also risen in an effort to overcome deficiencies in other areas, but users are now paying increased fees for interlibrary loan requests that take longer to fill. The intraorganizational effects that result as more libraries make fewer searches for their growing numbers of missing materials need no elaboration.

Among the other services that respondents allude to as having been cut are the provision of free online searching and the maintaining of periodical rooms for readers. The introduction of online fees has resulted, at least initially, in fewer searches being performed with the possible creation of two kinds of users --the "information-rich" who can afford to pay for access to a comprehensive range of resources and the "information-poor" who must make do with what they can afford. Closing periodicals rooms has led to longer waiting periods for materials, increased user complaints, and greater stress for staff members who have to cope with an unsatisfactory situation. Cuts in services to faculty have served to reduce contact and communication between library staff members and faculty. In general, faculty members have been inconvenienced by the curtailment of telephone renewals, acquisitions lists, customized bibliographies and campus-wide delivery. Performing their teaching and research functions has become just that little bit more difficult, and while in the short run, such annoyances may be viewed as minor and not warranting attention, their cumulative effect will likely serve to reduce the enthusiasm of, and possibly even alienate, a critical source of influence and support for the library within the university.

Perhaps the most ironic cuts to be made are those related to the teaching function of the library. Virtually all respondents recalled that orientation and bibliographic instruction activities had been curtailed, and that specific positions formerly responsible for these functions had been eliminated. In fact, although the allotting of the responsibility to a single individual may have ceased, the need for such instruction has not. Where formerly library instruction was offered systematically to scheduled groups, it has now been replaced by ad hoc instruction provided by those staff members who are available when such a need arises. This dispersion of activity has left users less able to cope with the multiple catalogues that have become the norm in large libraries, have taxed staff resources and have reduced accountability for the service provided.

The cuts made to acquisitions budgets have the potential for being the most serious in the long-term. Most respondents reported that departments now have to pay for the collection and maintenance of their departmental libraries, and that since many departments are financially unable to do so, these libraries have either been left to wither or have been closed. Cuts in serial titles, journal subscriptions, new subscriptions, duplicates, blanket or standing orders, and specialized materials are reported to be universal in academic libraries across the country. While the short-term effects of such cuts are visible in decreased user satisfaction, increased interlibrary loans and staff frustration, the less obvious results are the more critical ones. These include the overall erosion of the collection, the incomplete coverage of subject specialties and the increasing obsolescence of the existing resources. In many cases the opportunity to purchase certain items may be of limited duration, and once that opportunity has passed, it is gone forever. The work of scholars may be affected for generations to come, and the stature of the university itself may suffer. In a few cases when this crisis stage became imminent, funds were provided for collection development. But, these tended to be one-shot deals not designed to alleviate erosion accumulated over a decade or more and slated to continue into the foreseeable future.

Effects of Eliminations on Technical Services Areas

Cuts in the area of technical services are divided into three types: those that are primarily staff-related, those that are primarily catalogue-related, and those that are primarily collection-related. Cuts in the number of staff positions affected virtually every area of technical services. Fewer staff meant that the workload for those who remained increased. Substantial cataloguing backlogs were reported by virtually all library respondents. These resulted in time-consuming searches for uncatalogued materials, as well as increasing user complaints. Not only did the amount of work performed by individuals change, but so did its nature. With the elimination of support positions, professional staff were called on to do filing, checking and typing. The closing down of search departments meant that each staff member did his or her own bibliographic verification. In some cases, this was reported to have led to messy catalogues and time wasted correcting inaccurate work. Cataloguers were expected to perform their own data entry. Generally, there was a blurring of professional and non-professional roles as staff attempted to cope with cuts as best they could.

Whereas one might have speculated that cuts in technical services staff would result in a spurt of automation, in fact a variety of catalogue-related changes were reported. Some reported a halt to the development of automated systems for circulation, acquisitions, and serials control and felt that this stagnation was responsible for breeding apathy and disinterest among staff. Others reported a halt to the retrospective conversion of catalogue records leaving the library with two catalogues to be searched--one card and one fiche. This dual system resulted in poorer service and greater frustration on the part of staff and users. Yet another variation reported the closing of the card catalogue altogether, leaving only the fiche catalogue which some consider a poor alternative, since it is thought to be more time consuming to search. A few did report replacing the card catalogue with an online microcatalogue. This changeover was felt to have streamlined activities, as well as changed staff duties. This last variation was the only one whose results were reported in positive terms.

As to the effects of cuts in technical services that are collection-related, respondents described the control of the library collection as being minimal with little if any stock-taking, weeding, or replacement taking place. Cuts in collection development activities resulted in fewer books being ordered. The dissolution of vertical file collections, originally seen as a method of eliminating costs, often resulted in increasing cataloguing backlogs, as attempts continued to keep useful materials accessible to users. The reduction of cataloguing analytics, especially for sound recordings, served further to reduce access to these specialized collections and to make reference duties more onerous. The reduction, or in some cases, the elimination, of library instruction also left the user less able to navigate through the card catalogue and the collections themselves.

Effects of Eliminations on Administrative Areas

Obviously, the organization and structure of the library underwent significant changes as the result of continued budget cuts. Many of these changes have already been mentioned as they related to specific library functions or services. Others do not affect the performance of specific identifiable tasks, and are more subtle, if not equally pervasive.

First, we have seen major structural changes. In some cases, entire libraries, usually of a specialized or satellite nature, have been eliminated and their functions either terminated or given over to other organizational units, such as academic departments, or altered so as to adapt to the reality of reduced budgets. In other cases, sub-departments of the library, a processing unit or a bibliographical verification unit, have been eliminated and their functions reduced and absorbed by other library units. In still other cases, two or more libraries within the university system have been amalgamated into one administrative entity serving a larger user population less effectively with a collection that is split and decisions that are made outside the unit concerned.

These structural changes have resulted in changed staff configurations. Generally, the elimination of library units has meant a reduction in the overall total of middle management or department head positions. This has meant that fewer managers have had to shoulder broader responsibilities, sometimes in areas where their expertise is limited. It has also meant that there is less potential for the upward mobility of staff because there are fewer positions into which promotion is possible. The non-replacement of middle managers, in some cases, has altered reporting structures, lines of supervision and decision making procedures. While a few "super managers" have emerged, generally budget cuts have "de-professionalized" the jobs of many librarians. Professionals find themselves performing more clerical tasks and spending less time helping individual users. The shift from an almost totally permanent staff to a significant proportion of sessionally employed workers has resulted in increased time needed for training new staff that is frequently changing and the simplification of routine procedures. More time must also be devoted to hiring interviews and termination and re-hiring procedures. These conditions call for current, detailed procedures manuals, but ironically respondents lamented that they had less time than ever to spend on such updates. Respondents also mentioned that the "pooling" of clerical staff resulted in having to wait longer for completed work to be returned, that returned work was sometimes inaccurate and had to be repeated, thus creating further delays. Experienced professionals pointed to diminished standards of service and the increased public relations work needed to handle complaints.

Perhaps the most worrisome effects of continued budget cuts have been on the attitudes and morale of staff. Many respondents mention poor motivation, resentment over continued cuts and increased pressure. As one respondent put it:

> The emphasis in my job has shifted from planning for innovation to "making do." Much of my time is spent in finding better, cheaper, smaller ways of doing things.

While library staff across the country are indeed coping or making do, one cannot help but wonder how long it will be before the strains of undergoing years of repeated retrenchment will wear away the last vestiges of dedicated professionalism and render them apathetic. How long and how often can they be expected to "bite the bullet" before their resilience ceases to buoy them up any longer? And perhaps even more troublesome, what effect will this organizational climate resulting from prolonged retrenchment have on the expectations, attitudes and performance of new staff in the future?

PROGRAMS REDUCED IN THE LAST TEN YEARS

Retrenchment did not always result in the total elimination of programs, services or activities. After ascertaining the respondents' opinions as to whether cuts had taken place and the effects they were perceived to have had, the study went on to probe respondents' opinions as to whether programs, services or activities had been reduced and the effect that these reductions had on the respondents directly (questions 32 and 33). Table 5 shows how many middle managers and general staff members in each CARL library in the study felt that some reductions of programs, services or activities had taken place. As before, responses were categorized by the library system, which in the opinion of the respondents, had undergone retrenchment before and since 1980. Frequency percents are given for the combined staff categories. More than two-thirds of the staff in those libraries that began retrenching before 1980 agreed that reductions had taken place. In fact, in five of these systems, over eighty-six percent of the responding staff concurred in their views that reductions had occurred. In the systems where retrenchment was viewed as having gone on for the longer period, virtually all of the responding staff, over ninety-six percent, attested to the fact that reductions had happened. Among the fourteen libraries that underwent retrenchment after 1980, over half the staff in eleven of the libraries agreed that reductions in programs, services and activities had taken place.

When the libraries are ranked in descending order by frequency percent according to those whose staffs responded affirmatively (and therefore in ascending order according to those who responded negatively), it may be seen that in 19 of the 22 CARL libraries in the study, 50% or more of the staff felt that programs, services and activities had been reduced in the last ten years (Table 6). In half the CARL libraries (11 out of 22) over 75% of the staff attested to reductions. Of these libraries, four were in Ontario, three on the Prairies, two in British Columbia, and one each in Quebec and the Atlantic region. Five of the libraries in which over 75% of the staff attested to reductions were listed in Table 5 as having undergone retrenchment before 1980. The low frequencies of the three libraries ranked last may be attributed to the low response rate from these institutions.

When asked whether any of the reductions in programs, services or activities had affected them, over half of the respondents in six of the eight CARL libraries that experienced retrenchment before 1980 answered in the affirmative (Table 7). The two libraries with the most staff who said that reductions had affected them were all in Ontario.

When the libraries are ranked in descending order by the frequency percent of their staff who responded that they had been affected by the reductions, only six of the 22 CARL libraries showed fewer than 50% of their staff affected, or conversely 16 of the 22 CARL libraries showed more than 50% of their staff feeling affected by reductions (Table 8). Of the eight libraries where two-thirds or more of the staff said they had been affected by reductions in services, programs and activities, three were in Quebec, two each in Ontario and the Prairies, and one in the Atlantic regions.

We now turn from the opinions of staff about whether or not there had been noticeable reductions in programs, services and activities in their library system in the last ten years, and their opinions as to whether or not they had been directly affected by these reductions to a consideration of which programs had actually been reduced and how these cuts affected staff members. The format used earlier to describe the eliminated programs, services and activities will be followed again here. That is, responses from open-ended question 34 have been consolidated and grouped into the broad general areas of public, technical and administrative services. Each of these areas is subdivided into representative programs, services and activities. The final part of this section concludes with a description of staff perceptions of the effects these reductions have had on them personally. Again, representative responses are grouped first into the broader areas of public, technical and administrative services and then subdivided into more specific topics within each of these areas.

Reductions in Public Services Areas

General Access. Not surprisingly, the types of categories that emerged to describe these programs, services and activities that had been eliminated, surfaced again to encompass those that had been noticeably reduced. It will be remembered that these categories covered general access, including: outreach and satellite libraries, general services, services to faculty, teaching functions, acquisitions, and specific positions. With regard to general access, there was a marked emphasis on self-help by the user. Respondents reported fewer staff on the reference desk, a reduction of reference desk shifts, and fewer hours of reference services available. Libraries generally also reduced the information services available on weekends, in the evenings, during Christmas, vacation and examination periods and summer school. Services to off-campus students were also reduced and services to non-university users were placed on a cost-recovery basis. In circulation departments, loan periods were lengthened to accommodate smaller staffs, fewer overdue notices were sent and less shelf-reading took place.

General Services. One of the most frequently mentioned services to undergo change was interlibrary loan. Reductions in ILL staff took place almost everywhere as did reductions in ILL subsidies where they had previously been in effect. Also previously free, but now provided on a cost-recovery basis, were online searches. Respondents reported generally less efficient service with orientation, reference, shelving, shelf-reading and bibliographic checking being singled out for special mention and a greater reliance on non-professional staff to deal with users.

Services to Faculty. Interestingly, respondents at only three CARL libraries identified reductions in services provided for faculty. Reduced considerably was the reference work done for faculty and students at one British Columbia university library. In a library on the Prairies, book order forms no longer were returned to faculty and, at an Ontario library, less notification was given to faculty about recent acquisitions.

Teaching Functions. Those libraries that did not entirely eliminate their library instruction sessions, reduced them substantially. The added demands placed upon librarians meant that fewer instructional sessions could be offered. The lack of available funds slowed down or halted the development of new programs, reduced the number and quality of the handouts, guides and brochures to the library and its collections, cut down on the preparation time librarians could devote to instruction programs, and reduced the orientation programs previously available to the public. The number and types of files used as supplementary material for the instructional programs were also reduced, and the time required to produce even the few user guides that remained in most places doubled because more staff time was spent at service points on evenings and weekends, and hence staff had less time to devote to other activities.

Acquisitions. Most respondents reported changes in acquisitions policies. Serial subscriptions were reduced or discontinued, much non-English language material (except literature) was no longer collected, quotas were applied to rationalize periodical subscriptions in certain subject areas and fewer books were purchased. Again, interlibrary loan activities increased to compensate for items not acquired by individual libraries.

Specific Positions. As indicated previously, positions with specific titles attached to them seemed to be especially vulnerable to either complete elimination or substantial reductions of time allocated to them. Respondents mentioned specifically that positions in rare books, archives, Slavic book selection, special collections and communication media departments had been reduced. The elimination of other positions, such as those of branch, departmental, music and orientation librarian have already been mentioned.

Reductions in Technical Services Areas

Collection Related. Whereas reductions related specifically to reference acquisitions were described above, the reductions outlined in this section pertain to the rest of the collection. According to respondents, the library's ability to purchase monographs had noticeably declined. The decline was attributed to somewhat reduced budgets, inflation and the exchange rate of the Canadian dollar in relation to the American one. Several respondents mentioned that monograph purchases for the sciences had decreased steadily, and in some areas--biology was highlighted by respondents from one CARL library--were almost non-existent. Other respondents noted the reduction in duplicate subscriptions for journals, the need to cancel one serial title before ordering another, and increased dependence upon approval plans. Also noted were the reduction in collection development staff, the near elimination of budgets for special collections acquisitions, archives, conservation, archival supplies and binding activities.

Catalogue Related. The reduction in book purchasing meant that there were fewer titles to be catalogued. However, cataloguing staffs were also reduced, with non-professionals often filling positions previously held by librarians. Respondents seem to agree that major changes in cataloguing priorities have been instituted in virtually every academic library in an effort to cut costs. Some report that cataloguing has slowed to a standstill, others report substantial backlogs of all kinds in technical services. Less catalogue maintenance, drastic cuts in authority work, less thorough checking of derived data materials, reduced treatment for theses and dissertations, fewer corrections of catalogue errors, and delays in searching, cataloguing and enabling access were mentioned as widespread. Some reported a general policy of reduced cataloguing with the introduction of an automated system and fewer editions of microcatalogs and supplements.

Staff Related. Reductions in technical services staff, both professional and non-professional, were reported as being pretty well universal in academic research libraries across Canada. To compensate for staff reductions, time-saving measures were introduced. Nevertheless, respondents reported that after staff reductions, and with the use of more and more temporary, less skilled clerical personnel, it took longer for a book to reach the shelves and even after it finally did, it was much harder for the user to find. Virtually, no respondents reported innovative uses of staff in response to the pressures of budget restraint.

Reductions in Administrative Areas

After analyzing respondents' answers to questions 31 and 34, it became clear that they did not always distinguish clearly between programs, services and activities that had been eliminated and those that had been reduced. As a result of this blurring, much of the information about program reductions duplicates somewhat the responses to the earlier query. Nevertheless, since so many respondents felt the question sufficiently important to answer in detail, it is only appropriate that their responses be recorded.

Staff Related. Virtually every imaginable variation on the theme of staff reductions has occurred at some academic library in the country. Among the methods used are the "natural" reduction of regular professional positions through retirement, resignation or attrition; leaving unfilled positions vacant; replacing regular full-time positions with part-time, limited contract, temporary staff; consolidating elements of two or more positions into one; reducing budgets available for student assistants, casual staff, secretarial and clerical support staff. In general, libraries followed a policy of replacing expensive, highly trained and experienced full-time staff with cheaper part-time personnel. Interestingly, not one respondent mentioned that staff had actually been fired as a result of budget restraint. That, of course, does not mean that none were, only that the firings, if any, were not mentioned.

Respondents also noted reductions in funds available to attend conferences, visit other libraries, experiment with new technologies and upgrade microform and music-listening equipment.

They noted also that library buildings were being more poorly maintained, ventilating and temperature control equipment was being allowed to deteriorate and machinery of all kinds was becoming dated, breaking down more often, not being replaced or even, in some cases, repaired.

Effects of Reductions on Public Services Areas

General Access. Most respondents made some mention of the negative effects of reducing access to the library in general and to information or to public or to reference services in particular. Among the most frequently mentioned effects were the need to explain why service hours had been reduced, and the need to cope with the complaints of frustrated and disgruntled users. Students posed a particular problem, often venting their feelings on the librarians. Many argued that they were paying more to attend university but getting less for their money. Coping with the increased complaints placed additional stress on already strained staff members. Librarians themselves felt that they now had less time to focus on shelf-reading, search for missing items, or perform general tasks associated with the upkeep of the collection. Some mentioned that the closing of the library on weekends prevented librarians from using the facilities for professional work. Others stated that the reduction of reference staff discouraged overtime, since the librarian attempting to do work after office hours was frequently interrupted by user enquiries.

Not every librarian felt that the reduction in hours of service was necessarily a bad thing. One or two expressed the opinion that they benefitted from the fact that the library opened later and closed earlier.

General Services. In spite of the reductions in ILL staff, and the reduction of ILL subsidies, the volume of ILL requests continued to rise. This increase was attributed to the fact that users, who were left more and more on their own to locate materials because of staff shortages, inadequate orientation, incomplete catalogue entries and lags in re-shelving, now turned to ILL as a means of filling their needs. Whereas charging for ILL did not seem to deter users at all from availing themselves of this service, the charging for online searches decreased the volume of searches requested; and hence the workload of searchers was kept within manageable limits in view of the other overall staff reductions, which strained the system.

Services to Faculty. Since so few services were identified by respondents as having been reduced, it is difficult to say anything about the effects these reductions might have had. The paucity of response in this area, however, raises some questions. For example, are so few reductions mentioned because so few have been made, i.e., services to faculty have been largely protected or, are so few mentioned because so few are actually provided and therefore, there is not much from which reductions can be made in the first place. Answers to such questions, important as they are, are unfortunately beyond the scope of this study, but nonetheless would make fascinating reading about the role of the university library vis-a-vis the faculty.

Teaching Functions. Reductions in orientation and instruction programs for the various library user groups placed increased pressure on all staff as individual users approached librarians and others for help. Repeatedly, respondents stated that the loss of the orientation librarian's position meant that the functions previously performed efficiently by handling sizeable user groups, was now dispersed among whichever staff--professional or non-professional--were available when a user need arose. Because the amount of time a staff member could devote to any single user was necessarily limited and because the staff members' knowledge of the library was sometimes less than complete, both parties left the encounter less than wholly satisfied. Complaints about demanding users surfaced on the one hand, while objections about inadequate levels of service surfaced on the other.

Acquisitions. The reduction in serial, periodical and monograph materials slowed down the rate at which the libraries' collections could develop. Libraries were urged to rely on interlibrary loan to supplement their own collections. They were encouraged to develop cooperative acquisitions policies with other institutions. Public service staff were required as never before to become aware of resource sharing opportunites with other libraries. Other short-term effects identified by respondents were the centralization of the acquisitions function for greater efficiency, and the reduced ability of the individual library to meet the study needs of its users, especially for reference serials and newspapers. The burden for locating and acquiring needed material shifted to the user who placed more ILL requests to compensate for the deficiencies of his or her particular library. The short-term effects, however, pale when one stops to consider the long-term and as yet undocumented consequences of deliberately reducing the size, scope and quality of the collections in the nation's research libraries.

Effects of Reductions on Technical Services Areas

Specific Positions. The reduction of positions in rare books, archives, special collections and other areas has meant that services in these areas have been less available to researchers. It has also meant that policy in these areas has been left to staff who may be less knowledgeable to make decisions needed to preserve and maintain these collections.

Effects of Reductions on Technical Services Areas

Collection Related. Respondents report that the selection of material in a tight budget situation is far more difficult and time consuming than when funds flow more readily funds flow more readily. Reductions in budgets mean battling with faculty as each title is defended before it is either cancelled or purchased. Respondents state unequivocally that it takes as much work to select fewer items as to buy more. Further, reductions in collection development staff have meant that reference librarians and cataloguers are selecting books in addition to their regular duties, while those collection development staff who have remained are selecting for broader areas or additional teaching departments and have less time for collection management and overall planning. Further, they are increasingly having to explain delays, lack of facilities and services to users and encourage users to frequent other libraries.

Catalogue Related. Respondents reported that the changes in cataloguing priorities led to a lowering of standards. The catalogue, they felt, was no longer reliable; the catalogue records had become confusing to the non-specialist and there were not enough staff or money to smooth out the bumps of technological evolution. As the use of cheap, untrained, temporary workers increased, the quality of the work produced decreased. Librarians were called upon more and more to perform clerical tasks, and supervisors were required to provide the same training over and over again to a staff with a high turnover rate. Backlogs, briefer records, lack of cross references, bibliography, index and contents notes, combined to make the collection less accessible to the user. This reduced accessibility in turn led to greater user confusion and frustration, and an increased need for staff to cope with legitimate user complaints about why materials they had every right to expect were not available to them.

Staff Related. While some specific staff-related effects are mentioned above, it may not be inappropriate to focus attention here on some of the more long-term consequences of the working conditions described by the respondents. For example, the lowering of professional standards, especially those related to cataloguing, are repeatedly mentioned. Also noted quite often is the fact that professionals are being used to perform clerical tasks with increasing frequency. The growing need to create and justify inferior products, i.e., the catalogue, to frustrated users is also reported. So far, from the evidence available to us, it appears that professionals are coping with these conditions as best they can. But, as professionals, they no doubt recognize that the services they continue to provide are less than their professional inclination or training would allow them to consider as acceptable. The question that arises, then, is how long can they continue to perform under such sub-optimal conditions without seriously suffering a loss of morale and job satisfaction? If the quality of professional productivity is lowered as a result of job dissatisfaction, the academic library users--faculty, students, researchers, the general public--will be the ultimate losers.

Effects of Reductions in Administrative Areas

Some of the effects brought about by staff reductions have already been mentioned. Since respondents felt strongly enough to provide answers to question 34, however, their responses will be reported.

There seems to be general agreement that reductions in professional and non-professional staff placed an increased burden on those staff who remained. Respondents mentioned increased workloads, backlogs and delays in many areas, eroded service to the user and increased time and effort devoted to training and supervising new staff. Non-replacement of staff at the middle management level has reduced promotional opportunities and changed the reporting structure, decision making process, and supervision patterns in libraries. Many respondents claim that management expectations are unrealistic; that one person is expected to perform two jobs equally well without additional financial compensation and that management seems insensitive to the stresses created by the increased workloads. In some places, this situation has led to dramatic increases in job classification and policy grievances. Respondents report that, in addition to these and other effects of budgetary restraint, their physical working environment is becoming increasingly uncomfortable as a result of poor building maintenance; and all these conditions combined are contributing to general staff demoralization.

NEW PROGRAMS ADDED IN THE LAST TEN YEARS

It would be easy, on the basis of the answers to the questions on eliminations and reductions in CARL libraries discussed thus far, to make the assumption that the situation in academic research libraries across Canada is one of unrelieved gloom. Such conclusions would be overly simplistic and would fail to recognize the ingenuity, dedication and the resolve of library staffs to cope with and, indeed, overcome adversity. While it is true that some programs, services and activities were reduced or even eliminated entirely, it is equally true that others were introduced for the first time. Information on this topic was collected by asking respondents, first, whether any new programs, services or activities had been added to the library system in the past 10 years (question 35); second, whether any of these new additions had affected the respondent directly (question 36); and third, which of these additions had affected them and in what what ways (question 37). The sections below summarize the answers to these questions.

Table 9 shows how many middle managers and general staff members in each CARL library in the survey felt that some new program, service or activity had been added to the library system in the past ten years. As for questions in the previous sections, the frequency percent is given for the combined staff categories. Among all eight library systems that began retrenching prior to 1980, no fewer than three-fifths of the staff in any single institution confirmed that new programs had indeed been added. In two Ontario libraries all 100% of the respondents felt that this was the case. Such unanimous agreement was even more widespread among respondents from CARL libraries that had experienced retrenchment post-1980. One hundred percent of respondents from six of these fourteen post-1980 retrenchment libraries agreed that new programs had been added. These respondents were not confined to any particular geographic region, but were scattered from Newfoundland to British Columbia.

In addition to analyzing the responses about whether new programs, services or activities had been added to the library system in the last ten years, by whether the library had undergone retrenchment before or after 1980, libraries were ranked in descending order by frequency percent according to those whose staffs responded affirmatively or negatively to question 35. In eight of the 22 CARL libraries whose staff responded, a full 100% of the respondents agreed that new programs had been added. Of these eight libraries, three were in Ontario, two each were on the Prairies and in the Atlantic provinces, and one was in British Columbia. Even among the libraries which ranked lowest in affirmative responses, substantial numbers of staff, never fewer than three-fifths of the respondents, confirmed that new programs had been added (Table 10).

When asked whether any of the new programs, services or activities had affected them, at least two thirds of the respondents in the eight CARL libraries that experienced retrenchment before 1980, answered in the affirmative. Four of the libraries in which three quarters or more of the staff answered affirmatively were in Ontario. Of the four remaining pre-1980 retrenchment libraries, two were in Ontario, one on the Prairies, and one in British Columbia. Among those libraries that experienced retrenchment after 1980, the one where fewest staff--45%--claim to have been affected by new programs, was situated in Quebec (Table 11).

When the libraries are ranked in descending order by the frequency percent of their staff who responded that they had indeed been affected by the new programs, only one of the CARL libraries showed that fewer than two thirds of the staff had been affected. That is, in twenty one of the twenty two libraries, at least sixty-seven percent of the staff responding claimed that they were directly affected by new programs, services or activities added to their library during the last ten years (Table 12).

To find out which specific programs, services and activities were added to those already existing in the CARL libraries and the particular ways which their addition affected staff, we turn to the open-ended responses to question 37. As was the case in analyzing the responses to question 31 and 34 regarding eliminated and reduced programs, respectively, the new programs will be identified and then their effects, as revealed by the respondents, will be described. Again, the data will be classified into three main categories: Public Services, Technical Services and Administrative Services.

Additions in Public Services Areas

If one word can be used to characterize the programs that have been introduced into CARL libraries since the early seventies, that word is automation. Without exception, every responding library reported the introduction of online bibliographic retrieval. There the similarity seems to have stopped, however. The online search services were known by a variety of names: CARS (Computer Assisted Reference Service), CBRS (Computer Based Reference Service), MARS (Machine Assisted Reference Service). Some services were started over a decade ago; one as recently as 1984. Some provided free searches, especially to undergraduates; others did not. Some accessed multiple vendors, others only one or two vendors. Some were part of the daily routine of reference services, while others were self-contained departments. Other areas that were automated include circulation, acquisitions, serials, and interlibrary loan, which also benefitted from the introduction of electronic mail systems.

While the automation of virtually everything served to dominate the public services scene, it was far from the only type of new program, service or activity introduced. Respondents reported the creation of an audio-visual resource center in one library, a grant-funded extension service and health information network in another, a social science data center in a third, as well as an extension service in education, a fee-based information service to business and industry, a fine and performing arts room, a music room, a hospital libraries' network, a distance education service, a cataloguing-in-publication program, and an out-of-print division, in still other CARL libraries.

Training programs were offerred to non-professional hospital library staff, online searchers and end-users. Respondents at one library reported the introduction of a Sunday information service to explain to the public the intricacies of the online catalogue. Respondents at other libraries report the introduction of an information desk for directional and locational questions, the provision of consultation and instruction on the use of online services directly to researchers, the introduction of course integrated bibliographic instruction programs, and new tours and orientation to the periodical indexes.

Security systems for protecting library materials, rapid document delivery services, photocopying machines, copying machines for microforms, and telephone renewals, were all reported as having been introduced during this period.

Additions in Technical Services Areas

Automation was of overwhelming importance in technical services areas during the period of this study. Virtually every form possible on the automation progression continuum was reported by respondents in one or another of the CARL libraries. These included subscriptions to online cataloguing support systems for bibliographic records; usually UTLAS, GEAC or DOBIS, conversions to COM catalogues; implementation of in-house "turn-key" circulation systems; addition of modules for acquisitions, authorities control, and serials control; as well as preparations for online public access catalogues (OPACs). Respondents also reported the creation of online systems to serve specific local purposes, such as the development of NOMADS (Non-Marc Document System) on in-house systems to access government documents online and KWOL indexes for special holdings. The centralization of technical services was reported as was the creation of at least one province-wide union catalogue. In addition, programs were introduced to conserve budgets as well as shelf space; collections were appraised and weeded, serials cancelled and standing orders reviewed and, often, reduced or cancelled.

Efforts to make the collections responsive to the needs of their users continued, albeit on a modest scale. Respondents report increased purchases of A-V materials, bulk purchases of foreign-language materials, and the addition of architectural materials to the collection, among others. The overwhelming number and types of new programs, services and activities introduced in the areas of technical services have to do with the pervasive use of automation.

Additions in Administrative Areas

During the period of the study, a variety of new staff positions were created; these showed no consistency across libraries, but rather tended to reflect local situations and needs. New positions mentioned by respondents include: Special Collections Librarian, Archives Specialist, Systems Coordinator and Hospital Liaison Librarian. Though online searching was mentioned as a new public service that was provided, the position of online searcher was most often assigned to a librarian already on staff as an add-on to their regular position, and did not usually involve hiring new staff.

In addition to new staff positions, new units were created as well. Specific units that respondents identified as having been newly created include: a systems office to oversee the implementation of integrated online systems, a RECON office to administer the retrospective conversion of bibliographic records into machine-readable form, a CARS (Computer Assisted Readers Sevices) office to coordinate various automation activities in the library, a word processing unit for internal needs, as well as to produce bibliographies for users, a preservation section, an archives and special collections section, and a map library.

As well, respondents refer to the numerous new committees that have come into existence during this period: (1) committees to cope with the planning, implementation and subsequent problems related to all types of automation; (2) committees to draft policies and procedures for preservation of library materials; (3)

committees to liaise with university planners; (4) committees to advance telecommunications and interlibrary loan, to prepare for disasters and to raise funds from alumni and the community.

Last, respondents mentioned the introduction and use of electronic mail for various types of communication, but especially for interlibrary loan, and the increased use of the computer to generate reports and statistics on collection expenditures, titles or standing orders for departments, collection policy statements and general clerical and administrative purposes.

Effects of Additions on Public Services Areas

The advent of online searching was regarded as a mixed blessing by respondents. Some reported feeling an increased pressure to perform, an increase in workload, less time for contact with faculty, and a greater need to explain the workings of the system to the user. Some regarded the need to learn new skills as another burden, while others viewed it as an opportunity and challenge. A few were enthusiastic about its potential to enable the library to give faster, more complete delivery of information to users. While automated acquisitions and serials systems were generally lauded for providing greater financial control, improved planning and deeper discounts and better services, online catalogues received more mixed reviews. Generally, reference staff felt their chief benefits to be for technical services personnel. From the public services viewpoint, the online catalogue required that more user assistance be provided. Indeed, some said that trouble shooting had become an important part of reference work for staff on desk duty when individual terminals or the whole system went down. Certainly teaching the use of the online catalogue, whether formally in scheduled group sessions or informally on an individual basis, had become an increasingly important as well as time-consuming part of the job.

The introduction of other types of new services brought with them their own change of emphasis. The creation of the audio-visual resource centre in one library system lead to a greatly expanded purchasing of A-V materials in that library. The opening of a data center, music library, and a performing arts room resulted in increased acquisitions and new instruction programs in these areas. The development of an out-of-print division ensured more efficient acquisition of O-P materials. All of these programs involved reallocation of staff, realignment of job responsibilities, and the working out of new policies and procedures. While new responsibilities were created, existing staff were called upon to assume them. In rare cases an additional staff member was hired to share the expanded work load.

Effects of Additions on Technical Services Areas

Since automation of technical services was so pervasive, it stands to reason that its effects were profound. With regard to the positive effects resulting from the introduction of online catalogues, respondents mentioned improved bibliographic control, improved levels of service to users, speedier access to more information, less physical strain, and simplified collection development. Respondents reported that the use of bibliographic utilities, such as UTLAS, had changed not only what was catalogued, but who was to catalogue it and how it was to be done. Some respondents viewed these changes in a positive light; they saw them as opportunities to use their technical knowledge and leadership skills, to exercise greater responsibility for planning and implementaion of automated systems in their libraries and to be involved in more interesting work. Others, however, emphasized the drawbacks of online catalogues and cataloguing: (1) the need to constantly up-date one's skills as systems change; (2) the additional pressure on fewer staff to increase productivity, the reduced reliability of the bibliographic record; (3) the increased time required to orientate users and others to changes in the systems; (4) the perceived diversion of funds from other areas of the library such as collection development and staffing to automation. Respondents pointed out that the retrospective conversion of records involved the hiring and training of staff, as well as the provision of equipment and space. The automation of circulation was generally seen as improving statistics keeping, allowing the same staff to cope with greater circulation, and providing for better collection management. Computerization of serials was seen as contributing to more efficient service by facilitating access to serials at the reference desk.

The introduction of the microcomputer has made in-house files easier to manage then they were on the mainframe. And as if to remind us that public services and technical services are more irrevocably intertwined and interdependent through automation than ever before, respondents pointed to online searching in reference as changing the type of materials received for cataloguing as recipients of these searches were also often responsible for ordering materials.

Effects of Additions on Administrative Areas

The increased use of automation meant that virtually every technical services department underwent some form of reorganization. Respondents report the creation of new units, the division of larger units into sub-units, shifting of staff from one unit to another, and the restructuring of staff duties. The administrative changes brought about by the automation of technical services were pervasive and all-encompassing; policies and procedures, job designs and descriptions, staffing, training and development, performance appraisals were all affected. The introduction of online procedures affected even the scope and content of collective bargaining concerns, as unions became interested and involved in such issues as the revision of job classifications and descriptions, VDT emissions, allocations of staff, and so on.

Many respondents viewed the changes brought about by technology positively. The automation of serials and acquisitions was seen as providing the library with greater leverage with vendors and hence larger discounts as well as better services. The restructuring of staff duties was seen as affording staff opportunities to cut across formerly rigid departmental boundaries, develop new skills and contribute subject expertise. Many welcomed the new opportunities to participate in the planning structure of the library through service on committees. In general, greater efficiency and consistency were seen as by-products of automation.

Other respondents were not as optimistic. They felt that reductions in both professional and non-professional staff levels were directly attributable to the automation of technical services. Automation was seen as a mixed blessing that held promise for the future but contributed to increased workloads and higher stress levels in the present. Automation was further seen as being responsible for diverting funds from other needy areas, particularly staffing and acquisitions, while the proliferation of committees was seen as a drain on already over-committed staff time.

CONCLUSIONS

The picture drawn by respondents regarding programs, services, and activities that have been eliminated, reduced, or newly introduced as a result of retrenchment over the ten-year period covered by this study is neither straightforward nor simple. There is not a single academic library across the country that has not felt the effects of prolonged budget restraints. The specifics as to which aspects of the library operation were affected, in what way, and with what result, have been described above.

Further consideration of the massive amounts of data presented by respondents, particularly the answers provided to the open-ended questions, leads one to make some additional observations; ones that are inferences at a more abstract level and hence raise more general issues and concerns than those pertaining solely to individual programs, services, or activities.

Having analyzed the content of the responses, one cannot help wondering about what is not there; that is, the apparent absence of evidence that would indicate long-term library planning to cope with budget restraints is taking place. Repeatedly, respondents refer to decisions being made on an apparently ad hoc basis that carry with them serious implications for the future. It is not clear whether decision makers simply refused to believe that retrenchment would last as long as it did, or whether they recognized what was happening and chose to ignore it. Though chief librarians may argue that their institutions did indeed have long-range policies and plans, the fact remains that their staffs perceived the situtation differently, feeling themselves at the mercy of crisis management, rather than subject to well-thought out, measured responses to clearly defined problems, and carefully formulated goals and objectives.

In view of the fact that retrenchment endured as long as it did, it is surprising that there seemed to be virtually no attempts made by libraries undergoing retrenchment after 1980, to learn from the experiences of those libraries that had undergone the same situation before. Each institution seems to have been caught equally unaware and acted in isolation. There is no striking evidence of consistency in the way the libraries responded in their approaches to coping with retrenchment, nor do any extraordinarily innovative or imaginative types of interlibrary support or cooperative measures embarked upon by retrenching libraries surface from the data.

Indeed, the responses of library professionals to a decade of conditions of retrenchment seems to have been rather meek, considering the magnitude of the changes surrounding them. While respondents deplored reductions in services to users, bemoaned their own increased workloads and attendent job pressures, and complained of decisions made with little or no staff consultation, their attitudes were essentially passive at the library level, the university level, and beyond, in the community at large. While individual administrators may have lobbied on their library's behalf, there was no discernable attempt to rally public support in favour of increased funding, or other relief measures. Indeed, it was not until several years into the realities of retrenchment that any evidence of the situation was seen reflected in the press. Perhaps if library professionals had done their political and public relations homework better, they could have evoked some earlier responses. For it is clear from the controversy aroused by the recent press reports of the proposed sale and lease-back of univeristy library collections, that the public does care about the access to and ownership and disposition of its library resources. Perhaps if the libraries' plight had been brought to public attention earlier and in no uncertain terms, pressure might rescue operations before such drastic proposals became necessary.

When all is said and done, however, it must be recognized that the country's academic librarians have laboured valiantly under deteriorating conditions for a considerable period of time. Even under adverse and demoralizing circumstances, there were earnest efforts being made to maintain professional standards of service. If the nation's libraries continue to function at acceptable levels, it is thanks to the dedication and determination of their staff members.

TABLE 1

RESPONDENTS' OPINIONS WHETHER PROGRAMS, SERVICES, OR ACTIVITIES HAD BEEN ELIMINATED IN THEIR LIBRARY SYSTEM

Library	Number of Respondents					
	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
	Cutbacks Pre-1980					
Ontario 1	5	1	18	2	88.46	11.54
Ontario 2	3	6	13	2	66.67	33.33
Ontario 3	6	0	6	1	92.31	7.69
Ontario 4	3	0	2	4	55.56	44.44
Ontario 5	2	0	50	7	88.14	11.86
Ontario 6	1	3	7	6	47.06	52.94
Prairies 1	0	2	3	4	33.33	66.67
B.C. 1	4	0	8	3	80.00	20.00
	Cutbacks Post-1980					
Ontario 7	1	0	11	4	75.00	25.00
P.Q. 1	0	1	19	8	67.86	32.14
P.Q. 2	3	1	15	9	64.29	35.71
P.Q. 3	2	1	16	15	52.94	47.06
P.Q. 4	0	1	4	4	44.44	55.56
Atlantic 1	2	1	7	6	56.25	43.75
Atlantic 2	1	2	6	2	63.64	36.36
Prairies 2	3	0	9	10	54.55	45.45
Ontario 8	3	2	11	5	66.67	33.33
P.Q. 5	0	0	13	18	41.94	58.06
Atlantic 3	1	2	2	6	27.27	72.73
Prairies 3	1	3	6	3	53.85	46.15
B.C. 2	2	0	27	2	93.55	6.45
B.C. 3	7	3	3	7	50.00	50.00

TABLE 2

RANKED ORDER OF RESPONDENTS' OPINIONS WHETHER PROGRAMS, SERVICES, OR ACTIVITIES HAD BEEN ELIMINATED IN THEIR LIBRARY SYSTEM

	Number of Respondents					
Library	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
B.C. 2	2	0	27	2	93.55	6.45
Ontario 3	6	0	6	1	92.31	7.69
Ontario 1	5	1	18	2	88.46	11.54
Ontario 5	2	0	50	7	88.14	11.86
B.C. 1	4	0	3	3	80.00	20.00
Ontario 7	1	0	11	4	75.00	25.00
P.Q. 1	0	1	19	8	67.86	32.14
Ontario 8	3	2	11	5	66.67	33.33
Ontario 2	3	6	13	2	66.67	33.33
P.Q. 2	3	1	15	9	64.29	35.71
Atlantic 2	1	2	6	2	63.64	36.36
Atlantic 1	2	1	7	6	56.25	43.75
Ontario 4	3	0	2	4	55.56	44.44
Prairies 2	3	0	9	10	54.55	45.45
Prairies 3	1	3	6	3	53.85	46.15
P.Q. 3	2	1	16	15	52.94	47.06
B.C. 3	7	3	3	7	50.00	50.00
Ontario 6	1	3	7	6	47.06	52.94
P.Q. 4	0	1	4	4	44.44	55.56
P.Q. 5	0	0	13	18	41.94	58.06
Prairies 1	0	2	3	4	33.33	66.67
Atlantic 3	1	2	2	6	27.27	72.73

TABLE 3

RESPONDENTS' OPINIONS WHETHER THEY HAD BEEN AFFECTED BY THE PROGRAMS ELIMINATED

	Number of Respondents					
Library	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
Cutbacks Pre-1980						
Ontario 1	1	4	11	7	52.17	47.83
Ontario 2	2	1	9	4	68.75	31.25
Ontario 3	6	0	4	2	83.33	16.67
Ontario 4	2	1	1	1	60.00	40.00
Ontario 5	1	1	32	18	63.46	36.54
Ontario 6	0	1	4	2	57.14	42.86
Prairies 1	0	0	1	2	33.33	66.67
B.C. 1	2	2	4	4	50.00	50.00
Cutbacks Post-1980						
Ontario 7	0	1	5	6	41.67	58.33
P.Q. 1	0	0	8	11	42.11	57.89
P.Q. 2	0	3	7	7	41.18	58.82
P.Q. 3	0	2	6	10	33.33	66.67
P.Q. 4	0	0	2	2	50.00	50.00
Atlantic 1	0	2	2	3	28.57	71.43
Atlantic 2	1	0	4	1	83.33	16.67
Prairies 2	1	2	5	4	50.00	50.00
Ontario 8	0	3	6	5	42.86	57.14
P.Q. 5	0	0	8	5	61.54	38.46
Atlantic 3	0	1	1	1	33.33	66.67
Prairies 3	1	0	2	4	42.86	57.14
B.C. 2	0	1	14	13	50.00	50.00
B.C. 3	4	3	2	1	60.00	40.00

TABLE 4

RANKED ORDER OF RESPONDENTS' OPINIONS WHETHER THEY HAD BEEN AFFECTED BY THE PROGRAMS ELIMINATED

Library	Number of Respondents					
	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
Atlantic 2	1	0	4	1	83.33	16.67
Ontario 3	6	0	4	2	83.33	16.67
Ontario 2	2	1	9	4	68.75	31.25
Ontario 5	1	1	32	18	63.46	36.54
P.Q. 5	0	0	8	5	61.54	38.46
Ontario 4	2	1	1	1	60.00	40.00
B.C. 3	4	3	2	1	60.00	40.00
Ontario 6	0	1	4	2	57.14	42.86
Ontario 1	1	4	11	7	52.17	47.83
Prairies 2	1	2	5	4	50.00	50.00
B.C. 2	0	1	14	13	50.00	50.00
P.Q. 4	0	0	2	2	50.00	50.00
B.C. 1	2	2	4	4	50.00	50.00
Prairies 3	1	0	2	4	42.86	57.14
Ontario 8	0	0	6	5	42.86	57.14
P.Q. 1	0	0	8	11	42.11	57.89
Ontario 7	0	1	5	6	41.67	58.33
P.Q. 2	0	3	7	7	41.18	58.82
Atlantic 3	0	1	1	1	33.33	66.67
P.Q. 3	0	2	6	10	33.33	66.67
Prairies 1	0	0	1	2	33.33	66.67
Atlantic 1	0	2	2	3	28.57	71.43

TABLE 5

RESPONDENTS' OPINIONS WHETHER PROGRAMS, SERVICES, OR ACTIVITIES HAD BEEN REDUCED IN THEIR LIBRARY SYSTEM

Library	Number of Respondents					
	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
	Cutbacks Pre-1980					
Ontario 1	4	2	11	6	65.22	34.78
Ontario 2	7	2	13	1	86.96	13.04
Ontario 3	6	0	6	1	92.31	7.69
Ontario 4	2	1	6	2	72.73	27.27
Ontario 5	2	0	53	2	96.49	3.51
Ontario 6	2	2	10	3	70.59	29.41
Prairies 1	1	1	7	0	88.89	11.11
B.C. 1	4	0	11	1	93.75	6.25
	Cutbacks Post-1980					
Ontario 7	0	1	11	2	78.57	21.43
P.Q. 1	1	0	15	12	57.14	42.86
P.Q. 2	3	1	21	2	88.89	11.11
P.Q. 3	2	1	16	16	51.43	48.57
P.Q. 4	1	1	2	6	30.00	70.00
Atlantic 1	3	0	10	4	76.47	23.53
Atlantic 2	1	2	6	3	58.33	41.67
Prairies 2	1	1	17	3	81.82	18.18
Ontario 8	0	5	6	11	27.27	72.73
P.Q. 5	0	0	20	11	64.52	35.48
Atlantic 3	1	2	2	4	33.33	66.67
Prairies 3	3	1	9	1	85.71	14.29
B.C. 2	2	0	26	6	82.35	17.65
B.C. 3	6	4	5	5	55.00	45.00

TABLE 6

RANKED ORDER OF RESPONDENTS' OPINIONS WHETHER PROGRAMS, SERVICES, OR ACTIVITIES HAD BEEN REDUCED IN THEIR LIBRARY SYSTEM

Library	Number of Respondents					
	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
Ontario 5	2	0	53	2	96.49	3.51
B.C. 1	4	0	11	1	93.75	6.25
Ontario 3	6	0	6	1	92.31	7.69
P.Q. 2	3	1	21	2	88.89	11.11
Prairies 1	1	1	7	0	88.89	11.11
Ontario 2	7	2	13	1	86.96	13.04
Prairies 3	3	1	9	1	85.71	14.29
B.C. 2	2	0	26	6	82.35	17.65
Prairies 2	1	1	17	3	81.82	18.18
Ontario 7	0	1	11	2	78.57	21.43
Atlantic 1	3	0	10	4	76.47	23.53
Ontario 4	2	1	6	2	72.73	27.27
Ontario 6	2	2	10	3	70.59	29.41
Ontario 1	4	2	11	6	65.22	34.78
P.Q. 5	0	0	20	11	64.52	35.48
Atlantic 2	1	2	6	3	58.33	41.67
P.Q. 1	1	0	15	12	57.14	42.86
B.C. 3	6	4	5	5	55.00	45.00
P.Q. 3	2	1	16	16	51.43	48.57
Atlantic 3	1	2	2	4	33.33	66.67
P.Q. 4	1	1	2	6	30.00	70.00
Ontario 8	0	5	6	11	27.27	72.73

TABLE 7

RESPONDENTS' OPINIONS WHETHER THEY HAD BEEN AFFECTED BY REDUCED PROGRAMS

Library	Number of Respondents					
	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
Cutbacks Pre-1980						
Ontario 1	2	3	5	6	43.75	56.25
Ontario 2	5	3	7	4	63.16	36.84
Ontario 3	6	0	5	1	91.67	8.33
Ontario 4	1	1	1	4	28.57	71.43
Ontario 5	1	1	42	11	78.18	21.82
Ontario 6	1	1	6	3	63.64	36.36
Prairies 1	1	0	3	4	50.00	50.00
B.C. 1	3	1	5	6	53.33	46.67
Cutbacks Post-1980						
Ontario 7	0	0	3	8	27.27	72.73
P.Q. 1	0	1	13	2	81.25	18.75
P.Q. 2	1	2	13	8	58.33	41.67
P.Q. 3	1	1	11	4	70.59	29.41
P.Q. 4	0	1	1	1	33.33	66.67
Atlantic 1	2	1	7	3	69.23	30.77
Atlantic 2	0	1	3	3	42.86	57.14
Prairies 2	0	1	12	4	70.59	29.41
Ontario 8	0	0	3	3	50.00	50.00
P.Q. 5	0	0	15	5	75.00	25.00
Atlantic 3	1	0	0	1	50.00	50.00
Prairies 3	1	2	7	2	66.67	33.33
B.C. 2	1	1	15	11	57.14	42.86
B.C. 3	2	4	2	3	36.36	63.64

TABLE 8

RANKED ORDER OF RESPONDENTS' OPINIONS WHETHER THEY HAD BEEN AFFECTED BY REDUCED PROGRAMS

Library	Number of Respondents					
	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
Ontario 3	6	0	5	1	91.67	8.33
P.Q. 1	0	1	13	2	81.25	18.75
Ontario 5	1	1	42	11	78.18	21.82
P.Q. 5	0	0	15	5	75.00	25.00
Prairies 2	0	1	12	4	70.59	29.41
P.Q. 3	1	1	11	4	70.59	29.41
Atlantic 1	2	1	7	3	69.23	30.77
Prairies 3	1	2	7	2	66.67	33.33
Ontario 6	1	1	6	3	63.64	36.36
Ontario 2	5	3	7	4	63.16	36.84
P.Q. 2	1	2	13	8	58.33	41.67
B.C. 2	1	1	15	11	57.14	42.86
B.C. 1	3	1	5	6	53.33	46.67
Atlantic 3	1	0	0	1	50.00	50.00
Ontario 8	0	0	3	3	50.00	50.00
Prairies 1	1	0	3	4	50.00	50.00
Ontario 1	2	3	5	6	43.75	56.25
Atlantic 2	0	1	3	3	42.86	57.14
B.C. 3	2	4	2	3	36.36	63.64
P.Q. 4	0	1	1	1	33.33	66.67
Ontario 4	1	1	1	4	28.57	71.43
Ontario 7	0	0	3	8	27.27	72.73

TABLE 9

RESPONDENTS' OPINIONS WHETHER NEW PROGRAMS, SERVICES, OR ACTIVITIES HAD BEEN INTRODUCED IN THEIR LIBRARY SYSTEM

Library	Number of Respondents					
	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
	Cutbacks Pre-1980					
Ontario 1	6	0	20	0	100.00	0.00
Ontario 2	8	1	12	3	83.33	16.67
Ontario 3	3	3	5	2	61.54	38.46
Ontario 4	3	0	8	1	91.67	8.33
Ontario 5	1	1	39	13	74.07	25.93
Ontario 6	4	0	12	0	100.00	0.00
Prairies 1	1	1	6	1	77.78	22.22
B.C. 1	2	2	9	3	68.75	31.25
	Cutbacks Post-1980					
Ontario 7	1	0	14	0	100.00	0.00
P.Q. 1	1	0	24	3	89.29	10.71
P.Q. 2	4	0	21	3	89.29	10.71
P.Q. 3	2	1	26	6	80.00	20.00
P.Q. 4	0	1	5	3	60.00	40.00
Atlantic 1	1	2	12	2	76.47	23.53
Atlantic 2	3	0	9	0	100.00	0.00
Prairies 2	3	0	20	0	100.00	0.00
Ontario 8	5	0	17	2	91.67	8.33
P.Q. 5	0	0	20	9	68.97	31.03
Atlantic 3	3	0	8	0	100.00	0.00
Prairies 3	4	0	11	0	100.00	0.00
B.C. 2	2	0	27	3	90.63	9.37
B.C. 3	10	0	11	0	100.00	0.00

TABLE 10

RANKED ORDER OF RESPONDENTS' OPINIONS WHETHER NEW PROGRAMS, SERVICES, OR ACTIVITIES HAD BEEN INTRODUCED IN THEIR LIBRARY

Library	Number of Respondents					
	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
Prairies 3	4	0	11	0	100.00	0.00
Ontario 7	1	0	14	0	100.00	0.00
Prairies 2	3	0	20	0	100.00	0.00
Atlantic 3	3	0	8	0	100.00	0.00
Atlantic 2	3	0	9	0	100.00	0.00
Ontario 1	6	0	20	0	100.00	0.00
B.C. 3	10	0	11	0	100.00	0.00
Ontario 6	4	0	12	0	100.00	0.00
Ontario 4	3	0	8	1	91.67	8.33
Ontario 8	5	0	17	2	91.67	8.33
B.C. 2	2	0	27	3	90.63	9.37
P.Q. 1	1	0	24	3	89.29	10.71
P.Q. 2	4	0	21	3	89.29	10.71
Ontario 2	8	1	12	3	83.33	16.67
P.Q. 3	2	1	26	6	80.00	20.00
Prairies 1	1	1	6	1	77.78	22.22
Atlantic 1	1	2	12	2	76.47	23.53
Ontario 5	1	1	39	13	74.07	25.93
P.Q. 5	0	0	20	9	68.97	31.03
B.C. 1	2	2	9	3	68.75	31.25
Ontario 3	3	3	5	2	61.54	38.46
P.Q. 4	0	1	6	3	60.00	40.00

TABLE 11

RESPONDENTS' OPINIONS WHETHER THEY HAD BEEN AFFECTED BY THE NEW PROGRAMS

Library	Number of Respondents					
	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
	Cutbacks Pre-1980					
Ontario 1	6	0	16	3	88.00	12.00
Ontario 2	6	2	11	1	85.00	15.00
Ontario 3	3	0	3	2	75.00	25.00
Ontario 4	3	0	8	0	100.00	0.00
Ontario 5	0	1	28	11	70.00	30.00
Ontario 6	2	2	8	3	66.67	33.33
Prairies 1	1	0	4	2	71.43	28.57
B.C. 1	1	1	8	1	81.82	18.18
	Cutbacks Post-1980					
Ontario 7	1	0	11	3	80.00	20.00
P.Q. 1	1	0	22	2	92.00	8.00
P.Q. 2	3	1	15	4	78.26	21.74
P.Q. 3	1	1	21	4	81.48	18.52
P.Q. 4	0	0	4	2	66.67	33.33
Atlantic 1	1	0	8	2	81.82	18.18
Atlantic 2	2	1	9	0	91.67	8.33
Prairies 2	1	2	17	3	78.26	21.74
Ontario 8	4	1	11	6	68.18	31.82
P.Q. 5	0	0	9	11	45.00	55.00
Atlantic 3	2	1	5	2	70.00	30.00
Prairies 3	3	1	8	3	73.33	26.67
B.C. 2	1	1	18	8	67.86	32.14
B.C. 3	7	3	10	1	80.95	19.05

TABLE 12

RANKED ORDER OF RESPONDENTS' OPINIONS WHETHER THEY HAD BEEN AFFECTED BY THE NEW PROGRAMS

Library	Number of Respondents					
	Managers		General Librarians		Total %	
	Yes	No	Yes	No	Yes	No
Ontario 4	3	0	8	0	100.00	0.00
P.Q. 1	1	0	22	2	92.00	8.00
Atlantic 2	2	1	9	0	91.67	8.33
Ontario 1	6	0	16	3	88.00	12.00
Ontario 2	6	2	11	1	85.00	15.00
Atlantic 1	1	0	8	2	81.82	18.18
B.C. 1	1	1	8	1	81.82	18.18
P.Q. 3	1	1	21	4	81.48	18.52
B.C. 3	7	3	10	1	80.95	19.05
Ontario 7	1	0	11	3	80.00	20.00
Prairies 2	1	2	17	3	78.26	21.74
P.Q. 2	3	1	15	4	78.26	21.74
Ontario 3	3	0	3	2	75.00	25.00
Prairies 3	3	1	8	3	73.33	26.67
Prairies 1	1	0	4	2	71.43	28.57
Atlantic 3	2	1	5	2	70.00	30.00
Ontario 5	0	1	28	11	70.00	30.00
Ontario 8	4	1	11	6	68.18	31.82
B.C. 2	1	1	18	8	67.86	32.14
P.Q. 4	0	0	4	2	66.67	33.33
Ontario 6	2	2	8	3	66.67	33.33
P.Q. 5	0	0	9	11	45.00	55.00

PART IV

Trends in Retrenchment: Expenditures, Enrolment, Personnel, and Collections in CARL Libraries, 1972/73 through 1982/83

INTRODUCTION

When this study was undertaken in 1984, very little information was available about what had happened in academic libraries in Canada as a result of their having undergone a prolonged period of cutbacks or retrenchment. We knew intuitively that changes had occurred and had heard enough from colleagues in the field to realize that how retrenching libraries experienced this phenomenon and the actions they took to cope with it were varied, multi-faceted, and in some cases, innovative and unpredictable. While we wished to gather as much of the retrenchment data from the point of view of those who lived through it, we also recognized that much of this information would necessarily be subjective, based on the opinions and perceptions of individuals describing their own particular situations.

To complement the qualitative and subjective information provided by the respondents on the questionnaire survey, and to provide a factual context against which this information could be viewed, another perspective on trends in retrenchment and resource allocations in Canadian academic research libraries was sought. A descriptive review of quantitative data for expenditures, enrolments, personnel, and material collections in the CARL libraries for repeated years since 1970/71 was undertaken.

SOURCES OF THE DATA

After consulting several potential sources of this allocation information, it was determined that Statistic Cànada's Education, Science, and Culture Division offered the most complete and consistent data which were available for the CARL libraries during the desired span of years. The instrument which Statistics Canada used to collect this data was the Annual Report of Universities and College Libraries (1).

Although a thorough search revealed that the necessary detail by university was not provided in any of the Culture Statistics publications, it was ascertained from several conversations with the Manager of the Library Survey in Statistics Canada's Culture Division that such information was available upon request. As a consequence of these exchanges, a letter was written in June 1984 to the Library Manager, ordering specific items of information for the 27 libraries in alternate years between 1972/1973 and 1982/1983.

With regard to library expenditures, information was sought on total library operating cost; personnel cost; library material cost; miscellaneous costs; and library operating cost as percent of institutional cost. Personnel data requested included that on full-time equivalent total positions filled; full-time professional staff positions filled; full-time non-professional positions filled. Median salary information for librarians was also requested, but was not provided since it was not consistently available from the survey during the specified time period. Collections data requested pertained to net holdings (volumes of books); book volumes acquired annually; holdings of microform materials; and holdings of audio-visual materials.

The limitations of the Library Survey data base restricted our information to selected academic years between 1970/71 and 1983/84. Information was only available in alternate years after 1974/75. Statistics Canada discontinued the Survey in 1982/83. The survey information available prior to 1972/3 was not obtainable. The data base is considered satisfactory for our purposes, since the process of retrenchment in all academic libraries has likely occurred within the time frame 1972/73 to 1982/83.

The information which was sent for the CARL libraries was virtually complete, with the exception of Quebec's collection data, which contained significant gaps. The reason for these omissions was that Quebec libraries reported their information on a separate questionnaire which was not completely compatible with the Statistics Canada Survey. Personnel and financial data for Quebec libraries were complete, however, and could be compared to those for the libraries from the rest of Canada, unlike the collection data.

All reported amounts were considered to be reliable by the Library Manager, with the exception of one item. Quantities reported for audio-visual materials were often rounded and fluctuated greatly from year to year for many universities. It was suspected that survey reporters had found it difficult to establish what a unit of audio-visual material was.

The following qualification applied to the data which was sent from the Culture Division: reported figures pertained to those libraries of each CARL university reporting as one administrative unit in any given year. Unfortunately, affiliated college libraries did not report consistently with the main administrative units of their universities and did not contribute precise data to the survey on the occasions when they did report. (Two exceptions to the above were Atkinson College, affiliated with York University and Memorial University's Off-Campus Centre and Sir Grenville College.) Since the list of libraries of affiliated and subsidiary institutions included or omitted from the reports of each univeristy's main library system was not keyed into the computerized data base for the library survey, it was not practically feasible to determine the extent or impact of this known source of bias in the data. As a pragmatic solution to this dilemma, the Manager of the Library Survey advised that the libraries of colleges which are affiliated to university systems should simply be excluded from consideration. This advice became relevant to the analysis when enrolment adjustments described later in the report were performed.

DEFINITIONS

The library survey applied specific definitions to each item of data which was requested. Total library operating expenditures specifically excluded capital expenditures. Personnel costs consisted of salaries as well as fringe benefits, but excluded salaries and wages for binding. Costs for material acquisitions included those for print, microform, and audio-visual materials. All expenses of binding and repair, including salaries and wages, were summed with material costs. Other expenses included miscellaneous costs such as supplies, stationery, replacement of equipment and furnishing, etc. The Survey specified that the sum of personnel, material, and other costs, should equal the total library operating expenditure.

In the personnel positions category, full-time professional staff included full-time professionally trained librarians only. Full-time non-professional staff were junior and senior library assistants and other supporting staff in full-time positions. Full-time equivalent total positions filled referred to the sum of all full-time positions full and all part-time positions filled, in full-time equivalents. The full-time equivalent total included professionally trained staff who were not librarians.

Library holdings were also assigned specific meanings. Net holdings of books was defined as volumes of books and other print material catalogued as books, held at the end of the reported period. Book volumes acquired annually meant volumes of books and other print material catalogued as books, which were acquired during the reported period. Microform materials referred to reels of microfilm and cards of microfiche and microcard, held at the end of the reporting period. Audio-visual materials held at the end of the specified year included film, film loops, filmstrips, slides, transparencies, and sound recordings.

CONSUMER PRICE INDEX

It was necessary to adjust financial information from the library survey for inflation. The source of this adjustment was the Statistics Canada Consumer Price Index (2). The all-item index was selected, since the most relevant specific index category, "recreation and reading", was not sufficiently specific to the management of academic libraries. The all-item indices, not seasonally adjusted, for selected months from July 1972 to June 1983 were used as data, to facilitate the calculation of fiscal year CPIs for the fiscal years 1972/73 to 1982/83. According to the advice of the Library Manager, the library survey's financial data was reported for the fiscal year, as opposed to the calendar or academic year.

ENROLMENT DATA

An adjustment for the full-time equivalent enrolment of each CARL university was also made to the library survey data, in order to express amounts allocated per full-time equivalent student. The part-time and full-time enrolment data needed for this adjustment was requested from Statistics Canada's Postsecondary Education Section in June 1985 (3). Enrolment data was also collected by the Culture Division on the library suvery, but this data did not agree with a published series from the Postsecondary

Education Section. In turn, data sent from the Education Section did not consistently match their previously published data and thus represented a third set of figures. Mixing and matching the enrolment levels of universities with combinations of their affiliates did not resolve these differences.

The most recently updated information from the Postsecondary Education Section was finally selected as the enrolment data base. The Library Survey Manager advised that the Education data should be preferred, since it was reported consistently from the registrar's office for all universities. The same assurance could not be given for the enrolment data collected on the library survey.

Since several Statistics Canada sources had disagreed with one another, the recent enrolment data sent from Education for Ontario's CARL libraries were checked against the enrolment levels reported by the province of Ontario: totals for part-time and full-time enrolments agreed perfectly, although some disparity was noted in the classification of students into the graduate or undergraduate category. A comparison of provincial sources with the Statistics Canada enrolment data for other CARL libraries was not undertaken.

With two exceptions only, the enrolment data used for the calculations referred to main university systems and excluded separately reporting affiliates, in order to match the convention which was advised for the library survey data. The adjustment for full-time equivalent enrolment is imprecise, since the affiliates of universities did not consistently file separate enrolment reports to Statistics Canada between the academic years 1972/73 and 1982/83. As a measure of this imprecision, a catalogue of university affiliates who ever reported separate enrolment data to the Division of Postsecondary Education is presented in Appendix 1. The compiled table outlines each affiliate's years of separate enrolment reporting to the Division, for all academic years which are relevant to this report.

DATA MANIPULATION AND CLASSIFICATION

A fiscal year consumer price index was computed from the average of the monthly indices from the annual period July to June, for all years which were relevant to this report. As an example, the consumer price index to 1972/73 was computed from the monthly indices from July 1972 to June 1973. June 1981 served as the reference point (= 100.0) for this inflation adjustment. Each cost amount reported by university in any given year was then divided by the appropriate fiscal year consumer price index. Thus, all financial data were converted to 1981 equivalent dollars, to facilitate a comparison of finance data between years.

Following the convention used by Statistics Canada (4), the full-time equivalent enrolment was obtained by summing the full-time graduate and undergraduate enrolments and a portion of the total part-time enrolment. The part-time portion was calculated as the part-time enrolment, graduate and undergraduate, divided by a factor of 3.5. All items of financial, personnel, and material holdings data were divided by full-time equivalent enrolments to reflect allocations per student in each of these categories. Staff counts per student were converted to staff counts per 100 students, in order to provide figures which would be more easily interpretable.

A proportion was calculated for each variable item, representing a portion of a total, e.g., personnel costs as a proportion of total library operating expenditures. Thus, each library's personnel, material, and other costs were expressed as proportions of its total library operating expenditures, in any given year. Likewise, proportions of net book volume and microform collections were calculated. Audio-visual materials were excluded from the sum of combined holidngs used for this calculation, because information in that category was unreliable. The proportions of full-time professional librarians and non-professional staff were taken with respect to the combined full-time staff count. A small number of professionals who were not librarians were excluded from the total used in the denominator of these ratios.

The 27 CARL libraries were classified into five regions, on the basis of the geographical location of their universities. The Atlantic region as defined contains three CARL libraries, belonging to Dalhousie, Memorial, and New Brunswick universities. The six Quebec univeristies housing CARL libraries are: Concordia, McGill, Laval, Montreal, UQAM, and Sherbrooke. The province of Ontario is also considered as a distinct region, with ten of its universities claiming CARL status: Carlton, Guelph, McMaster, Ottawa, Queen's, Toronto, Waterloo, Western, Windsor, and York. The five CARL universities located in the Prairie provinces were clustered, for the purposes of this review: the universities of Alberta, Calgary, Manitoba, Regina, and Saskatchewan. The fifth geographic region is the province of British Columbia, which claims the three CARL libraries belonging to UBC, Simon Fraser University, and the University of Victoria.

The FTE enrolments of the CARL universities were classified into size categories. The following ranges defined the intervals of the enrolment size classification: 0 to 4999, 5000 to 7499, 7500 to 9999, 10000 to 14999, 15000 to 19999, 20000 and up.

NOTATION AND TERMS OF REFERENCE

Throughout the remaining text, an academic year is referred to as the calendar year in which that academic year began. For example, the academic year 1972/73 is referenced as 1972. The same convention is used for fiscal years.

The alternate reporting years which defines a biennial period are placed within brackets, {}, to specify the interval. As illustration, {1974 to 1976} specifies the biennial period starting in 1974 and ending in 1976.

AN ANALYSIS OF REGIONAL MEANS

The changes which have occurred in budget spending, number of staff positions filled, and size of collections between 1972 and 1982 are broken down by geographic region. Each item of resource data is represented in the analysis by the complete amount reported per university, the university's average allocation per full-time equivalent student in that category, and the appropriate proportion calculation for that item for each university. Enrolment data in its own right is reviewed in the analysis as well.

A set of variables were selected for presentation in the analysis, according to the general plan described above. The precise definitions for each analytic variable are previously mentioned in the discussion of data manipulations.

In the category of finance, the selected items are: all cost data adjusted to 1981 equivalent dollars; allocations expressed in 1981 equivalent dollars per full-time equivalent student; and the proportion of total spending represented by personnel, material, and other costs respectively. The total library budget as a proportion of the total univeristy budget is not presented and analyzed, since an inspection of the data revealed that this percent value showed little variation.

Net collections for book volumes and microform materials, as well as the annual book volume acquisitions in each CARL library, are described under the main heading of material holdings. The average number of holdings available per full-time equivalent student in each of these catagories of material is also reviewed. The proportion of book volumes and of microform materials, with respect to the total combined collection of books and microform, are analyzed. Holdings of audio-visual materials is presented in the tables, but is not described in detail, since the data for this item is considered to be unreliable and therefore not suitable for analysis. All of the collections data for Quebec is excluded from the analysis as well as from the tables, since the six CARL libraries of that province were not able to provide complete information for this section of the data.

In the category of personnel positions, the variables chosen for analysis are: totals for professional full-time positions, non-professional full-time positions, and all full-time equivalent positions. The average number of positions per 100 full-time equivalent students is discussed for each of these mentioned categories, as well as the proportions of full-time professional and non-professional staff with respect to the full-time total.

Means were calculated for all analysis data by region and year. All amounts reported in the ensuing discussion refer exclusively to mean quantities calculated for the CARL libraries of a given region for a particular year, e.g., personnel costs in Quebec in 1976. Other descriptive statistics, such as the median or mode, are not presented in the analysis of data by region for single years.

The overall percent change which characterized the decade for each analytic category is described by region. In addition, the presence or absence of a trend is assessed by region for each variable, by examining the incremental changes observed for the five biennial intervals which comprised the decade.

For each variable item, in each of five geographic regions, the total change transacted over the decade from 1972 to 1982 is expressed as a percent: the difference between the 1982 regional mean and the 1972 regional mean, adjusted for the 1972 regional mean in the denominator. The calculation of percent change for sequential two-year periods between 1972 and 1982 is analogous to that for the measure of overall change: for example, percent change in the biennial period {1972 to 1974} for each region is expressed as the difference between the regional means in 1974 and 1972, taken with respect to the 1972 regional mean.

Further analysis is undertaken for annual book volume acquisitions. Annual acquisitions in 1972 is compared to that for all subsequent reporting years in each region, e.g., average acquisitions in the Prairies for 1976 versus the 1972 average for the Prairies. Acquisitions data is considered to be different in kind than the other resource information, which consist of cumulative net totals.

Enrolment data also received an additional descriptive analysis. Enrolments of CARL universities in 1972 and 1982 are classified into size intervals, as described previously.

ENROLMENT EXPANSION

The average enrolment size of universities increased 25% to 50%, depending upon region, in the span of years between 1972 and 1982. Quebec's enrolments showed the greatest increment of 45%, expanding from an average 11,460 in 1972 to the 1982 level 16,660, while other average regional enrolments grew to the following degree: Prairies 27%, Atlantic 28%, Ontario 31%, British Columbia 34% (see Table 1).

Quebec's growth rate was steady, with increases of between 6% and 11% occurring every two years in the size of average FTE enrolments. Enrolment expansion in other regions was staggered (see Table 2). With the exception of the Atlantic region, whose average FTE enrolment remained virtually the same between 1972 and 1974, a pattern of moderate expansion was observed in {1972 to 1974} and {1974 to 1976} for all regions, with reported growth rates ranging between 6% and 14%. The average FTE enrolment stabilized or shrank in the middle time segment {1976 to 1978} in all regions except Quebec. The Prairies and Ontario decreased their average FTE enrolments between 5% and 6% between 1976 and 1978, while average FTE enrolments in British Columbia and the Atlantic subsided 1% in that period. Enrolments improved slightly between 1978 and 1980 for British Columbia, the Atlantic, and Ontario, with average increases of 3% to 5%, while the average Prairie enrolment remained constant during this interval. The period from 1980 to 1982 saw a relative spurt of growth for all regions, again with the exception of Quebec: enrolments in

Ontario and British Columbia expanded by approximate 10% between 1980 and 1982, while the Prairies and the Atlantic showed even greater increases of 17% to 18% during this final two-year period.

In keeping with the trends noted above (see Table 3), the CARL universities in every geographic region demonstrated an upward shift in their classification by category of FTE enrolment between 1972 to 1982:

Only half of Quebec's six CARL universities claimed FTE enrolments of 15,000 and up in 1972. By 1982, however, five of the province's six CARL universities were classified into that category.

Ontario had only one university whose FTE enrolment was greater than 15,000 in 1972. By 1982, four of the ten CARL universities in Ontario belonged to that size category.

Two of the five Prairie universities in CARL had FTE enrolments exceeding 10,000 in 1972. By 1982, four of the five Prairie institutions were of that size.

Two of British Columbia's three CARL institutions reported FTE enrolments of less than 5,000 in 1972. By 1982, all three surpassed this FTE enrolment category.

In 1972, one of the three Atlantic CARL libraries had a FTE enrolment exceeding 7,500. In ten years, two of the three had FTE enrolments exceeding 7,500.

CPI ADJUSTED BUDGET ALLOCATION

A comparison of total library operating expenditures for the five geographic regions of Canada is presented in Table 4. In the decade spanning 1972 to 1982, Ontario was the only geographic region whose "average" university suffered a decrease in 1981 equivalent dollars spent on total library operating expenditures. The $7 million 1982 budget represented a 5% decrease from the $7.4 million budget reported in 1972. The total budget for the Atlantic region remained fairly static, with an average 2% increase over the decade. The Prairies and British Columbia enjoyed modest gains of 14% and 17% respectively, while Quebec's average budget jumped 32% from $5.4 million in 1972 to $7.1 million in 1982.

The CPI adjusted budgets for personnel, material, and other costs in 1972 and 1982 are also presented in Table 4. The changes which occur in these allocations of the total budget over the decade are not specifically discussed here. However, the portions of the total budget which these allocations represent are reviewed (see proportion budget categories) and detailed in Tables 8 and 9.

During the 1972 to 1982 decade, student enrolments increased at a greater rate than did library budgets in every region. Therefore, when library budgets are adjusted for student FTE enrolments to reflect average dollars spent per student, the overall picture of differential gain is replaced by one of differential loss (Table 5).

The view is maintained, however, that Ontario suffered to a greater degree than did the other geographic regions of Canada. Ontario suffered a 30% loss in the average library budget allocation per student over the decade: $424 was reported to have been spent on each student in the average CARL university library of Ontario in 1982 as compared to Ontario's average of nearly $600 in 1972. The average amount spent on students of the Atlantic region decreased 22% over the decade. The Prairies and British Columbia suffered to a similar degree as the Atlantic region, with respective losses of 19% and 25%. Of all the regions, Quebec fared best with a relatively modest 15% decrease in the average amount allocated per student between 1972 and 1982 (see Table 5).

For each region, the transition of the 1972 budget state to its level in 1982 can be examined in further detail by comparing the percent changes which occurred in the five biennial intervals which comprise the decade (e.g., {1970 to 1972},,,,{1980 to 1982} See Table 6). Throughout the decade, the average Ontario university library budget underwent gradual changes, neither increasing or decreasing by more than 5% in any observed two-year period. Quebec, on the other hand, showed steady deterioration occurring between the first and last biennial intervals. Between 1972 and 1974, Quebec's average budget increased 22%. By the final biennial period {1980 to 1982}, a 2% decrease in the average budget was observed in that province.

Other regions demonstrated more erratic changes. For example, the Atlantic region budgets decreased 2% on average between 1972 and 1974, then increased 21% from 1974 to 1976.

In summary, 1978 appears to have been a "bad year" for budgets across geographic regions, with every area except Quebec showing its maximum cut in the preceding two year interval from 1976 to 1978. The period prior to 1978, {1974 to 1976}, was a relatively bountiful period compared to {1972 to 1974} for all the regions except Quebec. In the intervals (1978 to 1980} and {1980 to 1982}, average budgets in every region changed in a negative direction or improved very modestly. Generally speaking, no strong pattern of change is thus observed when university library budgets by region are classified into finer intervals of time.

The adjustment of total budgets for FTE enrolments appears to sabotage the tenuous pattern of biennial progression which is noted above (see Table 7). For example, Ontario's biennial fluctuations were as profound as other regions' after this adjustment is made. That is, the average amount spent per FTE student on the library budget in Quebec showed no consistent trend throughout the biennial periods. Although 1978 would appear to have been a year of retrenchment for total budgets, the budget allocations per student do not appear to have suffered particularly that year.

An inspection of the shift in the allocation of the total budget apportioned to personnel, material, and other costs between 1972 and 1982 revealed a tendency to trim library material budgets, and sometimes budgets for other costs as well, in order to preserve personnel funds (see Table 8). In Quebec, the pattern was most pronounced: 62% of the total budget allocated to personnel in 1972 increased to 70% in 1982, while the 32%

allocated to library material costs in 1972 accordingly decreased by 30% to only 23% of the pie by 1982. The Prairies followed a similar pattern: personnel's portion of the total budget increased 12% over the decade from 55% to 62%, while the portion for library material costs dropped from 38% to 30% during the same ten-year period, a drop of 21%. In British Columbia, Ontario, and the Atlantic regions, personnel apportionments were sustained at 4%, 4% and 8% over the ten-year period, while library material costs dropped 11%, 5%, and 2% respectively.

The overall improvement in the budget proportion allocated to personnel costs, as opposed to material and other costs, needs to be put in some perspective, however (see Table 9). If one examines the biennial increments of change in the portion of total budget allocated to personnel, it would appear that a gradual erosion occurred in the extent to which personnel's piece of the pie was sustained. The percent change in personnel's portion of total budget observed in the Prairies and Ontario started at +6% and +4%, respectively, in the {1972 to 1974} interval, steadily decreased over the following intervals to -3% and -4% in {1978 to 1980}, then was virtually sustained in {1980 to 1982} with respective increases of 2% and 1%. In British Columbia, modest improvements of 3% to 5% occurred in the intervals prior to 1976; no change occurred in {1976 to 1978}; then personnel portions decreased 4% and 1% respectively in {1978 to 1980} and {1930 to 1982}. In the Atlantic region, the average increase in personnel's apportionment was 10% in {1972 to 1974}, while in succeeding biennial intervals, change levelled off, never exceeding 3% or falling below -1%. In contrast, Quebec's average personnel portion continued to improve until 1980: modest changes of 1% to 2% in {1972 to 1974} and {1974 to 1976} were followed by 6% improvements in the following intervals {1976 to 1978} and {1978 to 1980}. A slight levelling off occurred in the final biennial period for Quebec's average proportion of the total budget allocated to personnel. Incremental changes followed less of a pattern in the portions of total budget allocated to library material. The minor 5% to 10% portion allocated to "other" or miscellaneous expenses rose and fell rather erratically.

BOOKS AND OTHER HOLDINGS

Marked regional variation was observed in the rates of growth for book collections in CARL libraries over the examined decade (see Table 10). The average volume collection in the Atlantic region more than doubled from somewhat less than 500,000 in 1972 to more than 1,000,000 volumes in 1982. The average book collection in British Columbia improved only 50% over the same decade, from approximately 900,000 volumes to 1,400,000 volumes. Book holdings in Ontario and the Prairies underwent improvements of 70% to 75% over the ten-year period.

A biennial breakdown of the rate of expansion in average book collections is presented in Table 11. The average collection size in the Atlantic region improved steadily by 18% to 28% in every two-year period but {1976 to 1978}, when the average collection diminished by 23%. British Columbia sustained steady improvements of 8% to 12%, which were several times less than the Atlantic area rates. Ontario's average CARL collection grew 7% to 16% in any given interval, with no particular pattern observed in the sequence of these biennial rates. The Prairies, on the other hand, exhibited a slowing growth rate until 1980: the average CARL collection grew 18% during {1972 to 1974} but only 5% between 1978 and 1980. Growth in the average Prairies collection improved 9% in {1980 to 1982}, however.

Although average book collections showed continued growth over the decade, the average annual acquisition of volumes in 1972, versus that for all subsequent reported years, indicated a lag in this activity for all regions (see Table 12). (One exception was the Atlantic region's average 1976 annual acquisition.) In the Prairie region, the reported acquisition of 50,674 books on average in 1982 represented a nearly 30% decrease from the 76,516 average volumes acquired in 1972. In that region, the number of books acquired annually decreased steadily throughout the decade. The overall trend was also negative in British Columbia, the Atlantic, and Ontario, although average annual volume acquisitions in these regions ebbed and flowed throughout the decade. In British Columbia, the decrease from the reported 1972 average acquisition of 76,516 volumes ranged from -1% to -33% in subsequent reported years. In Ontario, the 83,559 average acquired volumes in 1972 was down anywhere from -3% to -21% in later reported years. Departing from this general trend, the average annual acquisition in the Atlantic region reached its observed maximum of 58,424 in 1976--an increase of nearly 25% from

1972. The annual acquisitions in the other reported years 1974, 1978, 1980, and 1982 for that region, were down from the 1972 average by -2% to -31%, however.

Another perspective on regional trends in book volume acquisitions is gained from a comparison of percent changes for annual averages between consecutive biennial years, e.g., the 1976 average versus the 1974 average, etc. (see Table 7). In the Prairies region, the annual acquisition of book volumes in any given year never rose by any significant degree from its level in the previous reporting year. In the other regions for which data is available, average acquisitions from one reporting year to the next rose and fell in no appearent sequence. British Columbia showed the most extreme fluctuations for this series of biennial comparisons: average annual acquisitions fell 33% between 1972 and 1974, then increased 47% between 1974 and 1976, for example.

Holdings of microform materials grew throughout the decade, in all examined regions (see Tables 10 and 11). In the Prairies, the average 326,742 item collection in 1972 more than tripled to a 1982 average exceeding one million items. The greatest period of expansion for the average Prairies collections occurred in {1972 to 1974}, when holdings improved 85%. Later two-year periods showed expansion rates of 12% to 18% for the Prairies.

Ontario's average microform collection grew by nearly 125% during the decade from an average collection of less than 400,000 items in 1972 to nearly 900,000 items by 1982. In any two-year interval, growth rates ranged from 10% to 31%.

The Atlantic region and British Colubia demonstrated expansion rates of 73% and 88% respectively in this collection category over the decade. In British Columbia, growth in the average microform collection during any reported two-year period ranged from 7% to 23%. Similar growth rates of 6% to 19% for biennial periods were observed in the Atlantic zone.

When net holdings for book volumes and microform materials were adjusted by enrolment data to reflect the average holdings per FTE student in each CARL library (see Table 13), regional growth rates were less than what they were for unadjusted collections data. While the net number of book volumes in the Atlantic region doubled over the decade on average, the number of volumes available per FTE student in the Atlantic region increased only 64% on average between 1972 and 1982. Available volumes per FTE student improved 35% and 39% respectively in Ontario and the Prairies during this ten-year period. The number of books available to each full-time equivalent student in British Columbia improved only 12% during the decade, at the low end of the scale.

The biennial growth rates of average book volumes per FTE student reveal a combination of declines and expansions having occurred in all the examined regions but the Atlantic (see Table 14). A decline was never observed for the Atlantic region, although growth fell to the modest level of 1% for the interval {1976 to 1978}. No particular trend is detected in the sequence of biennial rates of change for any region, including the Atlantic. In keeping with the net growth which occurred during the decade in every region, the maximum observed increase has a greater absolute value than does the worst observed decline, for any of the biennial periods in a given region.

In keeping with the pattern observed for total book volume acquisitions, the average number of books acquired per FTE student never exceeded the annual average for 1972 in subsequent years, for any region (see Table 15). The only exception to this general statement is the 1976 average for acquisitions per student in the Atlantic region, which did surpass the regional mean for 1972. In 1982, volume acquisitions per FTE student fell anywhere from 26% to 53% from the 1972 average, for each of the four examined geographic regions (see Tables 13 and 15).

The percent change in volume acquisitions per FTE student, when consecutive reporting years were compared, is presented in Table 14. On the Prairies, annual acquisitions per FTE student decreased anywhere from 8% to 20% in consecutive biennial years, e.g., 20% decrease between 1980 and 1982. The same comparison for other regions reveals a mixed sequence of expansions and declines having taken place throughout the decade. In British Columbia, for example, the annual acquisitions in 1974 decreased 40% from what they were in 1972, whereas in 1978 the average improved 58% from that reported for 1976.

The average number of microform materials available per FTE student increased between 1972 and 1982 for every geographic region (see Table 13). Microform holdings per student increased 141% in the Prairie provinces, from 32 to 76 units on average.

The average improved more than 50% in Ontario during the decade. In British Columbia and the Atlantic, where the available number of microform materials per FTE student already exceeded 100 units in 1972, relatively modest improvements of approximately 30% were observed between 1972 and 1982.

The rate of change for average microform holdings per FTE student in biennial intervals is presented in Table 14. On the Prairies, growth began at 75% in {1972 to 1974} and trailed off to a 6% decrease for {1980 to 1982}. Growth rose to its maximum 22% in {1976 to 1978} for Ontario's CARL libraries, and fell to a 1% increase in {1980 to 1982} for that province. The biennial rates in British Columbia and the Atlantic showed increases and decreases that fell into no apparent sequence. In terms of scale, however, increases were more pronounced than decreases for those regions.

Changes in the proportion of book volumes versus microform material in the total of both collections is considered by region (see Tables 16 and 17). The greatest shift throughout the decade occurred in the Prairie region: microform materials represented less than a third of the combined collection in 1972; in 1982, on the other hand, 44% of the combined collection consisted of microform material. Most of this shift had occurred by 1974: microform items already represented 40% of the total for the Prairie region by that time. The number of microform holdings showed a mild improvement relative to that for book volumes in Ontario over the decade: the microform "piece of the pie" grew from 27% of the combined total in 1972 to 33% by 1982. British Columbia demonstrated a similar modest trend for expansion of microform holdings with 50% of the combined collection expanding to 54% by 1982. In the Atlantic region, on the other hand, the proportion of combined holdings represented by microform decreased from 51% in 1972 to 46% in 1982.

STAFF COUNT

Over the ten-year period from 1972 to 1982, the average number of full-time equivalent positions (professional librarians and non-professional staff) in Quebec, the Atlantic, and on the Prairies increased 6%, 7%, 8%, respectively. In British Columbia, the average number of FTE positions filled in 1972 was 243 and remained virtually the same at 244.5 in 1982. Ontario was the only province to suffer a decrease in absolute number of FTE total positions filled over the decade: 268 average FTE positions had eroded to 235 FTE positions, a decrease of 12% (see Table 18).

The rate of erosion in Ontario universities remained steady throughout the decade: downward fluctuations of 1% to 6% occurred in all biennial periods except {1976 to 1978}, when the average number of positions rose by a 3% margin. In Quebec, on the other hand, great fluctuations were encountered: FTE positions increased 18% from 205 to 241 between 1972 and 1974 in that province. Staff size of the average CARL library in Quebec was sustained in the next two-year period (0% change), then fell 22% between 1976 and 1978 to 188 FTE positions. Another dramatic rise of 19% occurred again in {1978 to 1980} in Quebec, followed by a modest 3% decline in {1980 to 1982}. In the other regions--the Atlantic, British Columbia, and the Prairies--the greatest absolute change in staff size occurred between 1974 and 1976 and was directioned positively at +23%, +7%, and +10% respectively. Other two-year intervals showed modest changes from +5% to +7% in those regions (see Table 19).

When the average number of full-time equivalent staff available to serve 100 FTE students is assessed by region, it is apparent that all geographic regions have undergone significant cutbacks between 1972 and 1982 (see Table 20). Ontario, Quebec, and British Columbia suffered to the greatest degree, with average declines of approximately 33% having occurred over the decade in each of those regions. In British Columbia, for example, every 100 FTE students had nearly 3 FTE staff persons at their disposal in 1972, whereas in 1982, there were only 2 FTE staff available per 100 FTE students. The Atlantic and the Prairies suffered net losses of approximately 20% over the decade, so were somewhat better off than the other three regions with respect to this measure of change in service.

Biennial changes in the number of FTE staff per 100 FTE students is assessed by region (see Table 21). Ontario demonstrated declines of 9% to 14% in all periods but {1976 to 1978}, when an 8% increase was enjoyed. In Quebec, retrenchment reached its nadir in {1976 to 1978} with a 21% decrease observed in that time frame. The rate improved in the next interval, but was followed by an 8% decline in {1980 to 1982}. Unlike the unadjusted staff counts, where the greatest biennial increment was encountered in {1974 to 1976} for the Atlantic, British Crolumbia, and the Prairies, the quantity--FTE staff per 100 FTE students--does not reveal such a pattern for those regions. In British Columbia, the worst decline in staff per students occurred early in {1972 to 1974} at -21%. Only one biennial interval produced even a modest increase for that western province: the ratio improved 3% in {1976 to 1978}. In the Atlantic region, the worst decrease occurred in the final interval {1980 to 1982} at -14%. {1974 to 1976} was the best interval for the Atlantic, with a 13% improvement observed for the staff-student ratio. The Prairies also encountered its worst biennial interval at the end of the decade, with a 17% decline reported for the {1980 to 1982} period. The number of FTE staff members per 100 FTE students improved 10%, on the other hand, in {1976 to 1978} for the CARL libraries of the Prairie provinces.

The numbers of full-time professional and non-professional librarians also are presented by year and region in Tables 20 and 21, although these quantities are not analyzed. However, the changes which occurred in the proportion of full-time staff who were full-time professional librarians is specifically mentioned in this report.

Regional differences also existed in the shift which was observed in the proportion of full-time equivalent staff who were full-time professional librarians between 1972 and 1982 (see Table

22). The relative proportion increased in Quebec, the Atlantic, and British Columbia, with respective improvements of 15%, 14%, 12% respectively. On the Prairies, the proportion of all FTE positions filled by full-time professionals stayed at 21% in 1972 and 1982. The relative proportion of full-time professional librarians in Ontario diminished slightly to 5% from 20.5% in 1972 to 19.5% in 1982.

No remarkable shifts in the relative proportion of professional versus non-professional librarians were observed throughout biennial periods for any of the geographic regions (see Table 23). Increases and decreases were observed in the biennial data for all regions except Ontario, where the proportion of professional librarians diminished slightly in every interval but the last (with 0% change). The most dramatic up-and-down shifts were seen in the rates of change for the Atlantic region: up 11% in {1972 to 1974}, down 18% in {1974 to 1976} to a low of 18% of the FTE staff, up 13% in {1976 to 1978}, up slightly by 3% to 5% margins in {1978 to 1980} and {1980 to 1982}. Quebec's proportion of full-time professional librarians improved 12% in {1972 to 1974}, 9% in {1976 to 1978}, and decreased or remained the same in other intervals. Biennial rates in British Columbia and the Prairies showed modest changes in either direction with no particular pattern.

CAVEATS

The analysis of time trends in allocated university resources per student is a deceptively complex issue owing to the confounding effect of fluctuating student FTE enrolment size. In any given year, an inverse relationship between FTE enrolment size and average dollars spent per student is suspected. Therefore, the impact of diminished allocation per student in a time frame when FTE enrolment size was simultaneously expanding could be difficult to interpret.

CONCLUSIONS

Although acquiring usable data, rendering the data comparable across regions, over an extended time period, for multiple variables was no simple matter, the final result does seem to lend validity to trends that library practitioners have suspected for a long time. With few exceptions, the period from 1972/73 to 1982/83 was indeed one of retrenchment. Virtually every area under investigation sustained cutbacks or underwent very modest expansion. Even though efforts were made to preserve personnel salaries, positions were lost and by the end of the decade under review fewer staff were serving more students from collections that had failed to sustain adequate growth.

The figures reveal only part of the story, however. They show what is most readily rendered by statistical analysis. What is not so easy to calculate is the long-term damage that scholarship will sustain from the erosion of the collections in the nation's research libraries; the talent that was lost as a generation of potential aspiring academic librarians found the university library job market closed to new entrants; the unmeasured disruption and dislocation that incumbent staff underwent as they struggled to maintain professional standards and ideals in the face of unrelenting restraints.

Now that base figures have been compiled, it remains for others to try to assess the more clandestine effects of retrenchment and, with a once more buoyant economy, make recommendations on how to recoup those losses that are not already gone forever.

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TABLE 1

Fulltime Equivalent Enrolment with Percent Change* by Region for Academic Years 1972/73 and 1982/83

PRAIRIES

	1972/73	1982/83	
Enrolment	11,240	14,283	(27%)

BRITISH COLUMBIA

	1972/73	1982/83	
Enrolment	9,386	12,568	(34%)

ATLANTIC

	1972/73	1982/83	
Enrolment	6,432	8,257	(28%)

ONTARIO

	1972/73	1982/83	
Enrolment	12,355	16,240	(31%)

QUEBEC

	1972/73	1982/83	
Enrolment	11,460	16,660	(45%)

*Percent change refers to the difference between the final and initial amounts reported for the decade, that quantity expressed as a portion of the initial amount.

TABLE 2

Fulltime Equivalent Enrolment with Percent Change* by Region for Alternate Academic Years Between 1972/73 and 1982/83

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Enrolment	11,240 (.)	11,935 (6%)	12,741 (7%)	12,099 (-5%)	12,116 (0%)	14,283 (18%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Enrolment	9,336 (.)	10,701 (14%)	11,322 (6%)	11,155 (-1%)	11,546 (4%)	12.568 (9%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Enrolment	6,432 (.)	6,404 (0%)	6,963 (9%)	6,864 (-1%)	7,057 (3%)	8,257 (17%)

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Enrolment	12,355 (.)	13,886 (12%)	14,964 (8%)	14,123 (-6%)	14,830 (5%)	16,240 (10%)

QUEBEC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Enrolment	11,460 (.)	12,116 (6%)	13,504 (11%)	14,515 (7%)	15,746 (8%)	16,660 (6%)

*Percent change refers to the difference between the final and initial amounts reported for a biennial period, that quantity expressed as a portion of the initial amount.

TABLE 3

Cross-classification of CARL Libraries by Region and Enrolment Size Category for Academic Years 1972/73 and 1982/83

1972/73

Enrolment Size Categories	Prairies	British Columbia	Atlantic	Ontario	Quebec	Total
0 to 4,999	1 (20%)	2 (67%)	1 (33%)	0 (0%)	1 (17%)	5 (19%)
5,000 to 7,499	0 (0%)	0 (0%)	1 (33%)	1 (10%)	1 (17%)	3 (11%)
7,500 to 9,999	2 (40%)	0 (0%)	1 (33%)	4 (40%)	0 (0%)	7 (26%)
10,000 to 14,999	1 (20%)	0 (0%)	0 (0%)	4 (40%)	1 (17%)	6 (22%)
15,000 to 19,999	1 (20%)	1 (33%)	0 (0%)	0 (0%)	3 (50%)	5 (19%)
20,000 and up	0 (0%)	0 (0%)	0 (0%)	1 (10%)	0 (0%)	1 (4%)
Total	5 (19%)	3 (11%)	3 (11%)	10 (37%)	6 (22%)	27 (100%)

1982/83

Enrolment Size Categories	Prairies	British Columbia	Atlantic	Ontario	Quebec	Total
5,000 to 7,499	1 (20%)	1 (33%)	1 (33%)	0 (0%)	0 (0%)	3 (11%)
7,500 to 9,999	0 (0%)	1 (33%)	1 (33%)	1 (10%)	1 (17%)	4 (15%)
10,000 to 14,999	2 (40%)	0 (0%)	1 (33%)	5 (50%)	0 (0%)	8 (30%)
15,000 to 19,999	1 (20%)	0 (0%)	0 (0%)	3 (30%)	3 (50%)	7 (26%)
20,000 and up	1 (20%)	1 (33%)	0 (0%)	1 (10%)	2 (33%)	5 (19%)
Total	5 (19%)	3 (11%)	3 (11%)	10 (37%)	6 (22%)	27 (100%)

TABLE 4

CPI Adjusted Budget Costs with Percent Change* by Region for Fiscal Years 1972/73 and 1982/83

PRAIRIES

	1972/73	1982/83	
Total	5,957,558	6,806,715	(14%)
Personnel	3,295,597	4,215,490	(28%)
Material	2,264,214	2,018,847	(-11%)
Other	397,748	574,438	(44%)

BRITISH COLUMBIA

	1972/73	1982/83	
Total	6,771,386	7,916,177	(17%)
Personnel	4,181,486	5,059,275	(21%)
Material	2,126,580	2,212,469	(4%)
Other	463,319	644,432	(39%)

ATLANTIC

	1972/73	1982/83	
Total	3,956,230	4,046,732	(2%)
Personnel	1,926,729	2,149,834	(12%)
Material	1,542,860	1,557,320	(1%)
Other	486,641	339,577	(-30%)

ONTARIO

	1972/73	1982/83	
Total	7,373,118	7,009,364	(-5%)
Personnel	4,489,087	4,415,017	(-2%)
Material	2,370,633	2,105,490	(-11%)
Other	513,398	488,857	(-5%)

QUEBEC

	1972/73	1982/83	
Total	5,384,274	7,105,220	(32%)
Personnel	3,485,513	5,137,181	(47%)
Material	1,602,872	1,487,054	(-7%)
Other	295,889	480,985	(63%)

TABLE 4

CPI Adjusted Budget Costs with Percent Change* by Region for Fiscal Years 1972/73 and 1982/83

*Percent change refers to the difference between the final and initial amounts reported for the decade, that quantity expressed as a portion of the initial amount.

TABLE 5

CPI Adjusted Budget Allocations per Student with Percent Change* by Region for Fiscal Years 1972/73 and 1982/83

PRAIRIES

	1972/73	1982/83	
Total	583	474	(-19%)
Personnel	312	291	(-7%)
Material	228	143	(-37%)
Other	43	40	(-6%)

BRITISH COLUMBIA

	1972/73	1982/83	
Total	851	634	(-25%)
Personnel	505	395	(-22%)
Material	287	188	(-35%)
Other	59	52	(-12%)

ATLANTIC

	1972/73	1982/83	
Total	624	485	(-22%)
Personnel	313	260	(-17%)
Material	236	185	(-22%)
Other	75	40	(-47%)

ONTARIO

	1972/73	1982/83	
Total	597	424	(-29%)
Personnel	357	263	(-26%)
Material	198	134	(-32%)
Other	42	28	(-34%)

QUEBEC

	1972/73	1982/83	
Total	487	414	(-15%)
Personnel	308	294	(-4%)
Material	153	91	(-40%)
Other	27	29	(9%)

TABLE 5

CPI Adjusted Budget Allocations per Student with Percent Change* by Region for Fiscal Years 1972/73 and 1982/83

*Percent change refers to the difference between the final and initial amounts reported for the decade, that quantity expressed as a portion of the initial amount.

TABLE 6

CPI Adjusted Budget Costs with Percent Change* by Region for Alternate Fiscal Years Between 1972/73 and 1982/83

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total	5,957,558 (.)	5,718,039 (-4%)	6,476,667 (13%)	6,055,763 (-6%)	6,407,066 (6%)	6,806,715 (6%)
Personnel	3,295,597 (.)	3,404,206 (3%)	4,021,592 (18%)	3,745,804 (-7%)	3,918,952 (5%)	4,215,430 (8%)
Material	2,264,214 (.)	1,869,547 (-17%)	2,064,362 (10%)	1,981,187 (-4%)	2,018,298 (2%)	2,016,847 (0%)
Other	397,748 (.)	444,286 (12%)	373,572 (-16%)	328,781 (-12%)	469,817 (43%)	574,438 (22%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total	6,771,386 (.)	7,069,508 (4%)	8,240,574 (17%)	8,088,149 (-2%)	8,094,194 (0%)	7,916,177 (-2%)
Personnel	4,181,486 (.)	4,537,035 (9%)	5,491,669 (21%)	5,259,257 (-4%)	5,169,675 (-2%)	5,059,275 (-2%)
Material	2,126,580 (.)	2,007,991 (-6%)	2,012,423 (0%)	2,183,575 (9%)	2,171,891 (-1%)	2,212.469 (2%)
Other	463,319 (.)	524,482 (13%)	736,481 (40%)	645,317 (-12%)	752,628 (17%)	644.432 (-14%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total	3,956,230 (.)	3,878,156 (-2%)	4,710,676 (21%)	4,376,335 (-7%)	4,374,550 (0%)	4,046,732 (-7%)
Personnel	1,926,729 (.)	2,107,967 (9%)	2,470,338 (17%)	2,273,893 (-8%)	2,327,460 (2%)	2,149,834 (-8%)
Material	1,542.860 (.)	1,486,133 (-4%)	1,667,566 (12%)	1,863,808 (12%)	1,716,226 (-8%)	1,557.320 (-9%)
Other	486,641 (.)	284,057 (-42%)	572,772 (102%)	238,633 (-58%)	330,863 (39%)	339,577 (3%)

TABLE 6

CPI Adjusted Budget Costs with Percent Change* by Region for Alternate Fiscal Years Between 1972/73 and 1982/83

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total	7,373,118	7,229,205	7,424,728	7,080,992	6,899,421	7,009.364
	(.)	(-2%)	(3%)	(-5%)	(-3%)	(2%)
Personnel	4,489,087	4,603,014	4,794,817	4,566,600	4,277,493	4,415.017
	(.)	(3%)	(4%)	(-5%)	(-6%)	(3%)
Material	2,370,633	2,116,468	2,086,738	2,053,046	2,102,204	2,105,490
	(.)	(-11%)	(-1%)	(-2%)	(2%)	(0%)
Other	513,398	509.723	543,173	461,348	519,723	488,857
	(.)	(-1%)	(7%)	(-15%)	(13%)	(-6%)

QUEBEC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total	5,384,274	6,594,060	7,272,474	7,463,223	7,234,775	7,105,220
	(.)	(22%)	(10%)	(3%)	(-3%)	(-2%)
Personnel	3,485,513	4,336,771	4,806,764	5,205,417	5,303,597	5,137,181
	(.)	(24%)	(11%)	(8%)	(2%)	(-3%)
Material	1,602,872	1,627,383	1,743,163	1,696,683	1,360,885	1,407,054
	(.)	(2%)	(7%)	(-3%)	(-20%)	(9%)
Other	295,809	629,906	722,527	561,124	570,294	480,905
	(.)	(113%)	(15%)	(-22%)	(2%)	(-16%)

*Percent change refers to the difference between the final and initial amounts reported for a biennial period, that quantity expressed as a portion of the initial amount.

TABLE 7

CPI Adjusted Budget Allocations Per Student with Percent Change* by Region for Alternate Fiscal Years Between 1972/73 and 1982/83

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total	583	519	543	513	536	474
	(.)	(-11%)	(5%)	(-6%)	(5%)	(-12%)
Personnel	312	297	325	319	323	291
	(.)	(-5%)	(9%)	(-2%)	(1%)	(-10%)
Material	228	180	177	161	171	143
	(.)	(-21%)	(-2%)	(-9%)	(6%)	(-17%)
Other	43	42	37	32	44	40
	(.)	(-2%)	(-12%)	(-12%)	(37%)	(-9%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total	851	717	788	756	718	634
	(.)	(-16%)	(10%)	(-4%)	(-5%)	(-12%)
Personnel	505	441	510	490	449	395
	(.)	(-13%)	(16%)	(-4%)	(-8%)	(-12%)
Material	287	226	203	210	201	188
	(.)	(-21%)	(-10%)	(4%)	(-4%)	(-7%)
Other	59	50	75	56	67	52
	(.)	(-15%)	(49%)	(-25%)	(19%)	(-23%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total	624	611	673	636	617	485
	(.)	(-2%)	(10%)	(-5%)	(-3%)	(-21%)
Personnel	313	334	359	330	331	280
	(.)	(7%)	(7%)	(-8%)	(0%)	(-21%)
Material	236	233	237	272	240	185
	(.)	(-1%)	(1%)	(15%)	(-12%)	(-23%)
Other	75	43	77	34	46	40
	(.)	(-42%)	(78%)	(-56%)	(37%)	(-14%)

TABLE 7

CPI Adjusted Budget Allocations Per Student with Percent Change* by Region for Alternate Fiscal Years Between 1972/73 and 1982/83

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total	597	521	494	503	464	424
	(.)	(-13%)	(-5%)	(2%)	(-8%)	(-8%)
Personnel	357	323	313	320	283	263
	(.)	(-10%)	(-3%)	(2%)	(-11%)	(-7%)
Material	198	164	144	152	149	134
	(.)	(-17%)	(-12%)	(5%)	(-2%)	(-10%)
Other	42	35	37	31	32	28
	(.)	(-18%)	(6%)	(-15%)	(2%)	(-13%)

QUEBEC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total	487	508	484	489	445	414
	(.)	(4%)	(-5%)	(1%)	(-9%)	(-7%)
Personnel	308	321	313	337	320	294
	(.)	(4%)	(-2%)	(8%)	(-5%)	(-8%)
Material	153	136	122	115	90	91
	(.)	(-11%)	(-10%)	(-6%)	(-22%)	(2%)
Other	27	51	49	37	35	29
	(.)	(91%)	(-4%)	(-25%)	(-5%)	(-18%)

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*Percent change refers to the difference between the final and initial amounts reported for a biennial period, that quantity expressed as a portion of the initial amount.

TABLE 8

Proportion of Personnel, Material, and Other Costs Relative to Total Operating Expenditure with Percent Change* by Region in Fiscal Years 1972/73 and 1982/83

PRAIRIES

	1972/73	1982/83	
Personnel	0.55	0.62	(12%)
Material	0.38	0.30	(-21%)
Other	0.07	0.08	(19%)

BRITISH COLUMBIA

	1972/73	1982/83	
Personnel	0.60	0.62	(4%)
Material	0.33	0.30	(-11%)
Other	0.07	0.08	(19%)

ATLANTIC

	1972/73	1982/83	
Personnel	0.50	0.54	(8%)
Material	0.39	0.38	(-2%)
Other	0.11	0.08	(-28%)

ONTARIO

	1972/73	1982/83	
Personnel	0.60	0.62	(4%)
Material	0.33	0.32	(-5%)
Other	0.07	0.06	(-9%)

QUEBEC

	1972/73	1982/83	
Personnel	0.62	0.70	(13%)
Material	0.32	0.23	(-29%)
Other	0.06	0.07	(21%)

*Percent change refers to the difference between the final and initial amounts reported for the decade, that quantity expressed as a portion of the initial amount.

TABLE 9

Proportion of Personnel, Material, and Other Costs Relative to Total Operating Expenditure with Percent Change* by Region for Alternate Fiscal Years Between 1972/73 and 1982/83

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Personnel	0.55	0.58	0.61	0.62	0.60	0.62
	(.)	(6%)	(5%)	(2%)	(-3%)	(2%)
Material	0.38	0.34	0.32	0.32	0.31	0.30
	(.)	(-10%)	(-5%)	(-2%)	(-1%)	(-4%)
Other	0.07	0.08	0.06	0.06	0.08	0.08
	(.)	(13%)	(-20%)	(-1%)	(35%)	(-1%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Personnel	0.60	0.62	0.65	0.65	0.63	0.62
	(.)	(3%)	(5%)	(0%)	(-4%)	(-1%)
Material	0.33	0.31	0.26	0.28	0.33	0.30
	(.)	(-7%)	(-17%)	(8%)	(2%)	(6%)
Other	0.07	0.07	0.09	0.07	0.09	0.08
	(.)	(3%)	(32%)	(-20%)	(25%)	(-12%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Personnel	0.50	0.55	0.54	0.53	0.54	0.54
	(.)	(10%)	(-1%)	(-2%)	(3%)	(0%)
Material	0.39	0.38	0.35	0.42	0.39	0.38
	(.)	(-2%)	(-9%)	(21%)	(-9%)	(-1%)
Other	0.11	0.07	0.11	0.05	0.07	0.08
	(.)	(-36%)	(56%)	(-54%)	(45%)	(8%)

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Personnel	0.60	0.62	0.63	0.64	0.61	0.62
	(.)	(4%)	(2%)	(0%)	(-4%)	(1%)
Material	0.33	0.31	0.29	0.30	0.32	0.32
	(.)	(-5%)	(-7%)	(3%)	(6%)	(-1%)
Other	0.07	0.07	0.07	0.06	0.07	0.06
	(.)	(-7%)	(13%)	(-16%)	(9%)	(-8%)

TABLE 9

Proportion of Personnel, Material, and Other Costs Relative to Total Operating Expenditure with Percent Change* by Region for Alternate Fiscal Years Between 1972/73 and 1982/83

QUEBEC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Personnel	0.62	0.63	0.64	0.68	0.72	0.70
	(.)	(1%)	(2%)	(6%)	(6%)	(-2%)
Material	0.32	0.27	0.26	0.24	0.20	0.23
	(.)	(-15%)	(-5%)	(-6%)	(-16%)	(11%)
Other	0.06	0.10	0.10	0.08	0.08	0.07
	(.)	(79%)	(-1%)	(-23%)	(0%)	(-11%)

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*Percent change refers to the difference between the final and initial amounts reported for a biennial period, that quantity expressed as a portion of the initial amount.

TABLE 10

Net Holdings (Volumes of Books), Book Volumes Acquired Annually, Holdings of Microform Materials, and Holdings of Audiovisual Materials with Percent Change* by Region for Academic Years 1972/73 and 1982/83

PRAIRIES

	1972/73	1982/83	
Net Volumes	738,798	1,287,724	(74%)
Volumes Acq'd	71,138	50,674	(-29%)
Microform	326,742	1,044,524	(220%)
Audiovisual	5,842	260,244	(4355%)

BRITISH COLUMBIA

	1972/73	1982/83	
Net Volumes	890,083	1,387,194	(56%)
Volumes Acq'd	76,516	64,709	(-15%)
Microform	879,884	1,656,500	(88%)
Audiovisual	22,950	196,901	(758%)

ATLANTIC

	1972/73	1982/83	
Net Volumes	486,972	1,066,718	(119%)
Volumes Acq'd	47,096	46,255	(-2%)
Microform	619,260	1,069,379	(73%)
Audiovisual	11,349	82,418	(626%)

ONTARIO

	1972/73	1982/83	
Net Volumes	1,003,483	1,725,669	(72%)
Volumes Acq'd	83,559	65,885	(-21%)
Microform	390,696	873,502	(123%)
Audiovisual	60,266	200,344	(232%)

*Percent change refers to the difference between the final and initial amounts reported for the decade, that quantity expressed as a portion of the initial amount.

TABLE 11

Net Holdings (Volumes of Books), Book Volumes Acquired Annually, Holdings of Microform Materials, and Holdings of Audiovisual Materials with Percent Change* by Region for Alternate Academic Years Between 1972/73 and 1982/83

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	738,798	871,071	997,926	1,131,348	1,184,370	1,287,724
	(.)	(18%)	(15%)	(13%)	(5%)	(9%)
Volumes Acq'd	71,138	71,213	64,253	57,057	51,474	50,674
	(.)	(0%)	(-10%)	(-11%)	(-10%)	(-2%)
Microform	326,742	604,684	712,335	822,426	930,206	1,044,524
	(.)	(85%)	(18%)	(15%)	(13%)	(12%)
Audiovisual	5,842	56,820	74,009	109.784	259,032	260,244
	(.)	(873%)	(30%)	(48%)	(136%)	(0%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	890,083	963,065	1,074,456	1,181,338	1,285,030	1,387,194
	(.)	(8%)	(12%)	(10%)	(9%)	(8%)
Volumes Acq'd	76,516	51,541	75,712	55,592	69,593	64,709
	(.)	(-33%)	(47%)	(-27%)	(25%)	(-7%)
Microform	879,884	976,598	1,204,110	1,403,546	1,545,792	1,656,500
	(.)	(11%)	(23%)	(17%)	(10%)	(7%)
Audiovisual	22,950	163,340	136,143	116,493	178,539	196,901
	(.)	(612%)	(-17%)	(-14%)	(53%)	(10%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	486,972	588,117	752,739	740,599	872,352	1,066,718
	(.)	(21%)	(28%)	(-2%)	(18%)	(22%)
Volumes Acq'd	47,096	45,494	58,424	35,976	32,631	46,255
	(.)	(-3%)	(28%)	(-38%)	(-9%)	(42%)
Microform	619,260	735,002	794,788	841,533	980,275	1,069.379
	(.)	(19%)	(8%)	(6%)	(16%)	(9%)
Audiovisual	11,349	36,013	55,609	36,196	74,339	82,418
	(.)	(217%)	(54%)	(-35%)	(105%)	(11%)

TABLE 11

Net Holdings (Volumes of Books), Book Volumes Acquired Annually, Holdings of Microform Materials, and Holdings of Audiovisual Materials with Percent Change* by Region for Alternate Academic Years Between 1972/73 and 1982/83

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	1,003,483	1,160,311	1,243,818	1,411,061	1,602,825	1,725,609
	(.)	(16%)	(7%)	(13%)	(14%)	(8%)
	(.)	(-16%)	(-3%)	(17%)	(2%)	(-18%)
Microform	330,896	445,611	581,871	666.022	791,645	873.502
	(.)	(14%)	(31%)	(14%)	(19%)	(10%)
Audiovisual	60,266	159,310	343,475	168,655	186.112	200,344
	(.)	(164%)	(116%)	(-51%)	(10%)	(8%)

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*Percent change refers to the difference between the final and initial amounts reported for a biennial period, that quantity expressed as a portion of the initial amount.

TABLE 12

Annual Book Volume Acquisitions with Percent Change* by Region for Alternate Academic Years Between 1972/73 and 1982/83

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Volumes Acq'd	71,138 (.)	71,213 (0%)	64,253 (-10%)	57,057 (-20%)	51,474 (-28%)	50,674 (-29%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Volumes Acq'd	76,516 (.)	51,541 (-33%)	75,712 (-1%)	55,592 (-27%)	69,593 (-9%)	64.709 (-15%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Volumes Acq'd	47,096 (.)	45,494 (-3%)	58,424 (24%)	35,976 (-24%)	32.631 (-31%)	46,255 (-2%)

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Volumes Acq'd	83,559 (.)	70,027 (-16%)	67,853 (-19%)	78,855 (-6%)	80,792 (-3%)	65,885 (-21%)

* Percent change refers to the difference between the final amount and the amount reported for 1972, that quantity expressed as a portion of the 1972 amount.

TABLE 13

Net Holdings (Volumes of Books), Book Volumes Acquired Annually, Holdings of Microform Materials, and Holdings of Audiovisual Materials per Student with Percent Change* by Region for Academic Years 1972/73 and 1982/83

PRAIRIES

	1972/73	1982/83	
Net Volumes	68.0	94.8	(39%)
Volumes Acquired	7.4	3.6	(-51%)
Microform Mat'ls	31.5	76.1	(141%)
Audiovisual Mat'l	0.9	19.1	(1912%)
Total	100.5	190.0	(89%)

BRITISH COLUMBIA

	1972/73	1982/83	
Net Volumes	104.1	116.4	(12%)
Volumes Acquired	9.1	4.3	(-53%)
Microform Mat'ls	109.3	138.8	(27%)
Audiovisual Mat'l	2.7	13.7	(414%)
Total	216.0	268.8	(24%)

ATLANTIC

	1972/73	1982/83	
Net Volumes	79.7	131.0	(64%)
Volumes Acquired	7.6	5.6	(-26%)
Microform Mat'ls	102.5	135.9	(33%)
Audiovisual Mat'l	1.8	10.5	(484%)
Total	183.9	277.3	(51%)

ONTARIO

	1972/73	1982/83	
Net Volumes	79.6	107.2	(35%)
Volumes Acquired	7.0	3.9	(-44%)
Microform Mat'ls	34.0	53.8	(58%)
Audiovisual Mat'l	3.4	11.1	(228%)
Total	116.2	172.2	(48%)

*Percent change refers to the difference between the final and initial amounts reported for the decade, that quantity expressed as a portion of the initial amount.

TABLE 14

Net Holdings (Volumes of Books), Book Volumes Acquired Annually, Holdings of Microform Materials, and Holdings of Audiovisual Materials per Student with Percent Change* by Region for Alternate Academic Years Between 1972/73 and 1982/83

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	68.0	76.0	81.8	100.7	104.9	94.8
	(.)	(12%)	(8%)	(23%)	(4%)	(-10%)
Volumes Acquired	7.4	6.8	5.7	5.2	4.5	3.6
	(.)	(-8%)	(-17%)	(-8%)	(-14%)	(-20%)
Microform Mat'ls	31.5	55.1	59.8	72.0	80.7	76.1
	(.)	(75%)	(9%)	(20%)	(12%)	(-6%)
Audiovisual Mat'l	0.9	6.6	7.9	10.6	23.0	19.1
	(.)	(598%)	(19%)	(34%)	(117%)	(-17%)
Total	100.5	137.7	149.5	183.3	208.6	190.0
	(.)	(37%)	(9%)	(23%)	(14%)	(-9%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	104.1	97.4	103.5	114.5	117.5	116.4
	(.)	(-6%)	(6%)	(11%)	(3%)	(1%)
Volumes Acquired	9.1	5.5	8.7	4.1	4.3	4.3
	(.)	(-40%)	(58%)	(-53%)	(5%)	(0%)
Microform Mat'ls	109.3	102.5	126.6	145.3	148.0	138.8
	(.)	(-6%)	(23%)	(15%)	(2%)	(-6%)
Audiovisual Mat'l	2.7	17.3	10.6	6.8	13.9	13.7
	(.)	(549%)	(-39%)	(-35%)	(103%)	(-2%)
Total	216.0	217.2	240.6	266.6	279.5	268.8
	(.)	(1%)	(11%)	(11%)	(5%)	(-4%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	79.7	93.2	108.2	109.3	123.4	131.0
	(.)	(17%)	(16%)	(1%)	(13%)	(6%)
Volumes Acquired	7.6	7.1	8.6	5.3	4.6	5.6
	(.)	(-6%)	(21%)	(-39%)	(-13%)	(24%)
Microform Mat'ls	102.5	122.2	118.9	132.5	146.2	135.9
	(.)	(19%)	(-3%)	(11%)	(10%)	(-7%)
Audiovisual Mat'l	1.8	5.7	8.2	4.7	10.8	10.5
	(.)	(221%)	(43%)	(-42%)	(128%)	(-3%)
Total	183.9	221.1	235.3	246.5	280.4	277.3
	(.)	(20%)	(6%)	(5%)	(14%)	(-1%)

TABLE 14

Net Holdings (Volumes of Books), Book Volumes Acquired Annually, Holdings of Microform Materials, and Holdings of Audiovisual Materials per Student with Percent Change* by Region for Alternate Academic Years Between 1972/73 and 1982/83

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	79.6	82.5	81.8	99.6	110.0	107.2
	(.)	(4%)	(-1%)	(22%)	(10%)	(-3%)
Volumes Acquired	7.0	5.3	4.5	5.8	5.5	3.9
	(.)	(-25%)	(-14%)	(29%)	(-6%)	(-28%)
Microform Mat'ls	34.0	35.9	40.0	48.6	53.5	53.8
	(.)	(6%)	(11%)	(22%)	(10%)	(1%)
Audiovisual Mat'l	3.4	10.2	23.8	11.1	11.7	11.1
	(.)	(200%)	(134%)	(-53%)	(6%)	(-5%)
Total	116.2	128.6	145.6	159.4	175.3	172.2
	(.)	(11%)	(13%)	(10%)	(10%)	(-2%)

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*Percent change refers to the difference between the final and initial amounts reported for a biennial period, that quantity expressed as a portion of the initial amount.

TABLE 15

Annual Book Volume Acquisitions per Student with Percent Change* by Region for Alternate Academic Years Between 1972/73 and 1982/83

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Volumes Acq'd	7.4 (.)	6.8 (-8%)	5.7 (-23%)	5.2 (-29%)	4.5 (-39%)	3.6 (51%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Volumes Acq'd	9.1 (.)	5.5 (-40%)	8.7 (-5%)	4.1 (-55%)	4.3 (-53%)	4.3 (-53%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Volumes Acq'd	7.6 (.)	7.1 (-6%)	8.6 (13%)	5.3 (-31%)	4.6 (-40%)	5.5 (26%)

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Volumes Acq'd	7.0 (.)	5.3 (-25%)	4.5 (-35%)	5.8 (-17%)	5.5 (-22%)	3.9 (-44%)

* Percent change refers to the difference between the final amount and the amount reported for 1972, that quantity expressed as a portion of the 1972 amount.

TABLE 18

Proportion+ of Net Book Volumes and Net Holdings of Microform Materials with Percent Change* by Region for Academic Years 1972/73 and 1982/83

PRAIRIES

	1972/73	1982/83	
Net Volumes	0.69	0.56	(-18%)
Microform	0.31	0.44	(40%)

BRITISH COLUMBIA

	1972/73	1982/83	
Net Volumes	0.50	0.46	(-8%)
Microform	0.50	0.54	(8%)

ATLANTIC

	1972/73	1982/83	
Net Volumes	0.49	0.54	(3%)
Microform	0.51	0.46	(-9%)

ONTARIO

	1972/73	1982/83	
Net Volumes	0.73	0.67	(-8%)
Microform	0.27	0.33	(21%)

*Percent change refers to the difference between the final and initial amounts reported for the decade, that quantity expressed as a portion of the initial amount.

+Proportions are calculated with respect to the combined total of net book volumes and net holdings of microform materials, excluding audiovisual materials.

TABLE 17

Proportion+ of Net Book Volumes and Holdings of Microform Materials with Percent Change* by Region for Alternate Academic Years Between 1972/73 and 1982/83

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	0.69	0.60	0.59	0.59	0.57	0.56
	(.)	(-13%)	(-1%)	(0%)	(-4%)	(-1%)
Microform	0.31	0.40	0.41	0.41	0.43	0.44
	(.)	(29%)	(2%)	(0%)	(5%)	(2%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	0.50	0.51	0.46	0.45	0.45	0.46
	(.)	(2%)	(-10%)	(-3%)	(0%)	(3%)
Microform	0.50	0.49	0.54	0.55	0.55	0.54
	(.)	(-2%)	(11%)	(3%)	(0%)	(-3%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	0.49	0.51	0.53	0.56	0.52	0.54
	(.)	(3%)	(5%)	(5%)	(-7%)	(4%)
Microform	0.51	0.49	0.47	0.44	0.48	0.46
	(.)	(-2%)	(-5%)	(-6%)	(8%)	(-4%)

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Net Volumes	0.73	0.72	0.68	0.68	0.68	0.67
	(.)	(-1%)	(-5%)	(0%)	(-1%)	(-1%)
Microform	0.27	0.28	0.32	0.32	0.32	0.33
	(.)	(3%)	(13%)	(0%)	(1%)	(2%)

*Percent change refers to the difference between the final and initial amounts reported for a biennial period, that quantity expressed as a portion of the initial amount.

+Proportions are calculated with respect to the combined total of net book volumes and net holdings of microform materials, excluding audiovisual materials.

TABLE 18

Total Fulltime Equivalent Positions Filled, Total Fulltime Professional Staff Positions Filled, and Total Fulltime Non-professional Staff Positions Filled with Percent Change* by Region for Academic Years 1972/73 and 1982/83

PRAIRIES

	1972/73	1982/83	
Total FTE Positions	207	223	(8%)
Fulltime Professionals	41	46	(12%)
Fulltime Nonprofessionals	164	175	(6%)

BRITISH COLUMBIA

	1972/73	1982/83	
Total FTE Positions	243	245	(1%)
Fulltime Professionals	51	57	(12%)
Fulltime Nonprofessionals	190	182	(-4%)

ATLANTIC

	1972/73	1982/83	
Total FTE Positions	132	142	(7%)
Fulltime Professionals	26	31	(19%)
Fulltime Nonprofessionals	106	111	(5%)

ONTARIO

	1972/73	1982/83	
Total FTE Positions	268	235	(-12%)
Fulltime Professionals	55	47	(-16%)
Fulltime Nonprofessionals	208	183	(-12%)

QUEBEC

	1972/73	1982/83	
Total FTE Positions	205	217	(6%)
Fulltime Professionals	42	54	(29%)
Fulltime Nonprofessionals	153	160	(4%)

*Percent change refers to the difference between the final and initial amounts reported for the decade, that quantity expressed as a portion of the initial amount.

TABLE 19

Total Fulltime Equivalent Positions Filled, Total Fulltime Professional Staff Positions Filled, and Total Fulltime Non-professional Staff Positions Filled with Percent Change* by Region for Academic Year

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total FTE Positions	207	198	217	229	225	223
	(.)	(-4%)	(10%)	(5%)	(-2%)	(- 1%)
Fulltime Professionals	41	39	44	47	48	46
	(.)	(-6%)	(13%)	(7%)	(2%)	(- 3%)
Fulltime Nonprofessionals	164	161	171	172	176	175
	(.)	(-2%)	(6%)	(1%)	(2%)	(0%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total FTE Positions	243	226	242	246	250	245
	(.)	(-7%)	(7%)	(2%)	(2%)	(-2%)
Fulltime Professionals	51	50	51	54	57	57
	(.)	(-2%)	(2%)	(5%)	(5%)	(1%)
Fulltime Nonprofessionals	190	174	188	188	189	187
	(.)	(-9%)	(8%)	(0%)	(0%)	(-4%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total FTE Positions	132	131	161	152	141	142
	(.)	(-1%)	(23%)	(-6%)	(-7%)	(1%)
Fulltime Professionals	26	28	30	31	30	31
	(.)	(8%)	(6%)	(4%)	(-2%)	(2%)
Fulltime Nonprofessionals	106	103	131	121	110	111
	(.)	(-3%)	(27%)	(-8%)	(-8%)	(0%)

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total FTE Positions	268	265	253	260	243	235
	(.)	(-1%)	(-5%)	(3%)	(-6%)	(-3%)
Fulltime Professionals	55	54	52	51	48	47
	(.)	(-3%)	(-4%)	(-1%)	(-7%)	(-3%)
Fulltime Nonprofessionals	208	206	198	202	189	183
	(.)	(-1%)	(-4%)	(2%)	(-6%)	(-3%)

TABLE 19

Total Fulltime Equivalent Positions Filled, Total Fulltime Professional Staff Positions Filled, and Total Fulltime Non-professional Staff Positions Filled with Percent Change* by Region for Academic Year

QUEBEC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total FTE Positions	205	241	241	188	224	217
	(.)	(18%)	(0%)	(-22%)	(19%)	(-3%)
Fulltime Professionals	42	58	58	50	56	54
	(.)	(39%)	(-1%)	(-14%)	(12%)	(-3%)
Fulltime Nonprofessionals	153	181	181	138	165	160
	(.)	(18%)	(0%)	(-24%)	(20%)	(-3%)

*Percent change refers to the difference between the final and initial amounts reported for a biennial period, that quantity expressed as a portion of the initial amount.

TABLE 20

Total Fulltime Equivalent Positions Filled, Total Fulltime Professional Staff Positions Filled, and Total Fulltime Non-professional Staff Positions Filled per 100 FTE Students with Percent Change* by Region for Academic Years 1972/73 and 1982/83

PRAIRIES

	1972/73	1982/83	
Total FTE Positions	1.9	1.5	(-20%)
Fulltime Professionals	0.4	0.3	(-20%)
Fulltime Nonprofessionals	1.5	1.2	(-20%)

BRITISH COLUMBIA

	1972/73	1982/83	
Total FTE Positions	2.8	1.9	(-34%)
Fulltime Professionals	0.6	0.4	(-26%)
Fulltime Nonprofessionals	2.2	1.4	(-37%)

ATLANTIC

	1972/73	1982/83	
Total FTE Positions	2.1	1.7	(-19%)
Fulltime Professionals	0.4	0.4	(-10%)
Fulltime Nonprofessionals	1.7	1.3	(-21%)

ONTARIO

	1972/73	1982/83	
Total FTE Positions	2.2	1.4	(-33%)
Fulltime Professionals	0.4	0.3	(-37%)
Fulltime Nonprofessionals	1.7	1.1	(-33%)

QUEBEC

	1972/73	1982/83	
Total FTE Positions	1.8	1.2	(-32%)
Fulltime Professionals	0.4	0.3	(-20%)
Fulltime Nonprofessionals	1.3	0.9	(-32%)

*Percent change refers to the difference between the final and initial amounts reported for the decade, that quantity expressed as a portion of the initial amount.

TABLE 21

Total Fulltime Equivalent Positions Filled, Total Fulltime Professional Staff Positions Filled, and Total Fulltime Non-professional Staff Positions Filled per 100 FTE Students with Percent Change* by Region for Academic Year

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total FTE Positions	1.9	1.7	1.7	1.9	1.9	1.5
	(.)	(-10%)	(1%)	(10%)	(-3%)	(-17%)
Fulltime Professionals	0.4	0.3	0.4	0.4	0.4	0.3
	(.)	(-16%)	(7%)	(11%)	(-1%)	(-20%)
Fulltime Nonprofessionals	1.5	1.4	1.4	1.4	1.4	1.2
	(.)	(-6%)	(-3%)	(5%)	(0%)	(-17%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total FTE Positions	2.8	2.2	2.2	2.2	2.2	1.9
	(.)	(-21%)	(-3%)	(3%)	(-2%)	(-15%)
Fulltime Professionals	0.6	0.5	0.5	0.5	0.5	0.4
	(.)	(-19%)	(-4%)	(9%)	(-2%)	(-11%)
Fulltime Nonprofessionals	2.2	1.7	1.7	1.7	1.6	1.4
	(.)	(-22%)	(-3%)	(1%)	(-2%)	(-16%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total FTE Positions	2.1	2.1	2.3	2.2	2.0	1.7
	(.)	(-4%)	(13%)	(-5%)	(-9%)	(-14%)
Fulltime Professionals	0.4	0.4	0.4	0.5	0.4	0.4
	(.)	(4%)	(-4%)	(6%)	(-4%)	(-11%)
Fulltime Nonprofessionals	1.7	1.6	1.9	1.8	1.6	1.3
	(.)	(-5%)	(17%)	(-7%)	(-10%)	(-15%)

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total FTE Positions	2.2	1.9	1.7	1.8	1.6	1.4
	(.)	(-14%)	(-10%)	(8%)	(-9%)	(-12%)
Fulltime Professionals	0.4	0.4	0.3	0.4	0.3	0.3
	(.)	(-14%)	(-12%)	(6%)	(-12%)	(-11%)
Fulltime Nonprofessionals	1.7	1.4	1.3	1.4	1.3	1.1
	(.)	(-14%)	(-8%)	(7%)	(-9%)	(-12%)

TABLE 21

Total Fulltime Equivalent Positions Filled, Total Fulltime Professional Staff Positions Filled, and Total Fulltime Non-professional Staff Positions Filled per 100 FTE Students with Percent Change* by Region for Academic Year

QUEBEC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Total FTE Positions	1.8	1.8	1.6	1.2	1.3	1.2
	(.)	(-1%)	(-12%)	(-21%)	(8%)	(-8%)
Fulltime Professionals	0.4	0.4	0.4	0.3	0.3	0.3
	(.)	(13%)	(-14%)	(-13%)	(2%)	(-8%)
Fulltime Nonprofessionals	1.3	1.3	1.2	0.9	1.0	0.9
	(.)	(-1%)	(-12%)	(-23%)	(9%)	(-8%)

*Percent change refers to the difference between the final and initial amounts reported for a biennial period, that quantity expressed as a portion of the initial amount.

TABLE 22

Proportion of Fulltime Professional and Nonprofessional Staff with Percent Change* by Region for Academic Years 1972/73 and 1982/83

PRAIRIES

	1972/73	1982/83	
Fulltime Professionals	0.21	0.21	(1%)
Fulltime Nonprofessionals	0.78	0.78	(-1%)

BRITISH COLUMBIA

	1972/73	1982/83	
Fulltime Professionals	0.21	0.24	(12%)
Fulltime Nonprofessionals	0.78	0.73	(-6%)

ATLANTIC

	1972/73	1982/83	
Fulltime Professionals	0.20	0.22	(14%)
Fulltime Nonprofessionals	0.80	0.78	(-3%)

ONTARIO

	1972/73	1982/83	
Fulltime Professionals	0.21	0.19	(-5%)
Fulltime Nonprofessionals	0.78	0.78	(0%)

QUEBEC

	1972/73	1982/83	
Fulltime Professionals	0.22	0.25	(15%)
Fulltime Nonprofessionals	0.75	0.74	(-1%)

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*Percent change refers to the difference between the final and initial amounts reported for the decade, that quantity expressed as a portion of the initial amount.

TABLE 23

Proportion of Fulltime Professional and Nonprofessional Staff with Percent Change* by Region for Academic Year

PRAIRIES

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Fulltime Professionals	0.21	0.20	0.21	0.21	0.22	0.21
	(.)	(-7%)	(6%)	(2%)	(3%)	(-2%)
Fulltime Nonprofessionals	0.78	0.81	0.78	0.75	0.77	0.76
	(.)	(4%)	(-4%)	(-4%)	(3%)	(1%)

BRITISH COLUMBIA

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Fulltime Professionals	0.21	0.22	0.21	0.23	0.23	0.24
	(.)	(3%)	(-2%)	(6%)	(0%)	(5%)
Fulltime Nonprofessionals	0.78	0.77	0.77	0.75	0.75	0.73
	(.)	(-1%)	(0%)	(-2%)	(0%)	(-2%)

ATLANTIC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Fulltime Professionals	0.20	0.22	0.18	0.21	0.22	0.22
	(.)	(11%)	(-16%)	(13%)	(5%)	(3%)
Fulltime Nonprofessionals	0.80	0.79	0.82	0.79	0.78	0.78
	(.)	(-1%)	(3%)	(-3%)	(-1%)	(-1%)

ONTARIO

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Fulltime Professionals	0.21	0.20	0.20	0.20	0.19	0.19
	(.)	(-1%)	(-2%)	(-2%)	(-1%)	(0%)
Fulltime Nonprofessionals	0.78	0.77	0.78	0.78	0.78	0.78
	(.)	(-1%)	(1%)	(-1%)	(0%)	(0%)

QUEBEC

	1972/73	1974/75	1976/77	1978/79	1980/81	1982/83
Fulltime Professionals	0.22	0.25	0.24	0.26	0.25	0.25
	(.)	(12%)	(-3%)	(9%)	(-4%)	(0%)
Fulltime Nonprofessionals	0.75	0.75	0.75	0.74	0.73	0.74
	(.)	(0%)	(1%)	(-2%)	(0%)	(0%)

TABLE 23

Proportion of Fulltime Professional and Nonprofessional Staff with Percent Change* by Region for Academic Year

*Percent change refers to the difference between the final and initial amounts reported for a biennial period, that quantity expressed as a portion of the initial amount.

APPENDIX 1

A catalogue of small colleges affiliated with main CARL university systems who have ever reported to Postsecondary Education Subdivision, Statistics Canada for 1972/73, 1973/74, 1974/75, 1976/77, 1978/79, 1980/81, 1982/83 academic years.

With detail:

i) Years reporting from 1972/73 to 1982/83
ii) Above/Below 5% of enrolment for main system for fulltime/partime enrolment

F = Fulltime
P = Parttime

UNIVERSITY	1972/73					1974/75				
	Reported Separate	Enrolment Compared to that of Main Univ. More Than 5%		More		Reported Separate	Enrolment Compared to that of Main Univ. More Than 5%		More	
		F	P	F	P		F	P	F	P
Memorial Univ. of Nfld.										
-Sir Wilfred Grenfell College	x					x				
-Memorial Univ. Off-Campus Centre	x		x			x		x		x
UNB - Fredericton Branch										
– UNB - St. John Branch	x	x				x	x	x		
McGill University										
-Montreal Diocesan Theo. Coll.										
-United Theological Coll. Mont.										
Facultes. Ecoles de L'U. de Mont.										
-Ecole polytechnique	x	x				x	x			
-Hautes etudes commerciales	x	x	x			x	x	x		
McMaster Univ. (constituent)										
-McMaster Divinity College	x					x				
Univ. of Ottawa (constituent)										
-Universite St. Paul	x					x				
-St Augustine College	x					x				
Queen's Univ. (constituent)										
-Queen's Theological College										
U. of T and Fed. Arts (constit.)										
-University of St. Michael's Coll.	x					x				
-University of Trinity College	x					x				
-Knox College	x					x				
-Wycliffe College	x					x				
-Emmanuel College	x					x				
-Ont. Inst. for Studies in Education										
U. of Waterloo (constituent)										
-Univ. of St. Jerome's College	x					x		x		
-Renison College	x					x				
U. of Western Ontario (constituent)										
-Brescia College	x					x				
-Huron College	x					x				
-King's College	x	x				x	x			
-Althouse College of Education	x	x				x				
-London Teacher's College						x				
York University (constituent)										
-Atkinson College	x		x		x	x		x		x
-Glendon College	x	x				x	x	x		
Lakeshore Teacher's College	x					x				
University of Manitoba										
-College de Saint-Boniface	x					x				
-St. Andrew's College (U. Man.)	x					x				
-Canadian Mennonite Bible Coll.	x					x				

UNIVERSITY	1972/73						1974/76					
	Reported	Separate	Enrolment Compared to that of Main Univ. More Than 5%		More		Reported	Separate	Enrolment Compared to that of Main Univ. More Than 5%		More	
			F	P	F	P			F	P	F	P
University of Saskatchewan												
-Coll. Emmanuel and St. Chad	x						x					
-Lutheran Theological Seminary	x						x					
-St. Andrew's College (U. Sask.)	x						x					
-St. Thomas More College	x		x				x		x			
-St. Joseph's College (U. Sask.)												
-St. Peter's College												
University of Regina												
-Campion College	x		x				x		x			
-Luther College	x		x				x		x			
-Athol Murray College of Notre D.	x						x					
-Saskatchewan Indian College												
University of Alberta												
College St. Jean	x						x					

	1974/75					1976/77				
	Reported Separate	Enrolment Compared to that of Main Univ.				Reported Separate	Enrolment Compared to that of Main Univ.			
		More Than 5%		More			More Than 5%		More	
UNIVERSITY		F	P	F	P		F	P	F	P
Memorial Univ. of Nfld.										
-Sir Wilfred Grenfell College						x	x			
-Memorial Univ. Off-Campus Centre	x		x			x		x		
UNB — Fredericton Branch										
-UNB - St. John Branch	x	x	x			x	x	x		
McGill University										
-Montreal Diocesan Theo. Coll.	x					x				
-United Theological Coll. Mont.	x					x				
Facultes, Ecoles de L'U. de Mont.										
-Ecole polytechnique	x	x								
-Hautes etudes commerciales	x	x	x			x	x	x		
McMaster Univ. (constituent)										
-McMaster Divinity College	x					x				
Univ. of Ottawa (constituent)										
-Universite St.Paul	x					x				
-St.Augustine College	x					x				
Queen's Univ. (constituent)										
-Queen's Theological College										
U of T and Fed. Arts (constit.)										
-University of St. Michael's Coll.	x					x				
-University of Trinity College	x					x				
-Knox College	x					x				
-Wycliffe College	x					x				
-Emmanuel College	x					x				
-Ont. Inst. for Studies in Education										
U. of Waterloo (constituent)										
-Univ. of St. Jerome's College	x		x			x		x		
-Renison College	x					x				
U. of Western Ontario (constituent)										
-Brescia College	x					x				
-Huron College	x					x				
-King's College	x	x				x	x			
-Althouse College of Education										
-London Teacher's College										
York University (constituent)										
-Atkinson College	x		x		x	x		x		x
-Glendon College	x	x	x			x	x	x		
-Lakeshore Teacher's College	x									
University of Manitoba										
-College de Saint Boniface	x					x				
-St. Andrew's College (U. Man.)	x									
-Canadian Mennonite Bible Coll.	x					x				

	1974/75						1976/77					
	Reported	Separate	Enrolment Compared to that of Main Univ. More Than 5%		More		Reported	Separate	Enrolment Compared to that of Main Univ. More Than 5%		More	
UNIVERSITY			F	P	F	P			F	P	F	P
University of Saskatchewan												
-Coll. Emmanuel and St. Chad	x						x					
-Lutheran Theological Seminary	x						x					
-St. Andrew's College (U. Sask.)	x						x					
-St. Thomas More College	x		x				x		x			
-St. Joseph's College (U. Sask.)							x			x		
-St. Peter's College							x					
University of Regina												
-Campion College	x		x				x		x			
-Luther College	x		x				x		x			
-Athol Murray College of Notre D.	x						x					
-Saskatchewan Indian College												
University of Alberta												
-College St. Jean	x						x					

	1978/79						1980/81					
	Reported	Separate	Enrolment Compared to that of Main Univ. More Than 5%		More		Reported	Separate	Enrolment Compared to that of Main Univ. More Than 5%		More	
UNIVERSITY			F	P	F	P			F	P	F	P
Memorial Univ. of Nfld.												
-Sir Wilfred Grenfell College	x		x				x		x			
-Memorial Univ. Off-Campus Centre	x			x			x			x		
UNB - Fredericton Branch												
-UNB - St. John Branch	x		x	x			x		x	x		
McGill University												
-Montreal Diocesan Theo. Coll.												
-United Theological Coll. Mont.												
Facultes, Ecoles de L'U. de Mont.												
-Ecole polytechnique	x		x				x		x	x		
-Hautes etudes commerciales	x		x	x			x		x	x		
McMaster Univ. (constituent)												
-McMaster Divinity College	x						x					
Univ. of Ottawa (constituent)												
-Universite St. Paul	x						x					
-St. Augustine College	x						x					
Queen's Univ. (constituent)												
-Queen's Theological College	x						x					
U of T and Fed. Arts (constit.)												
-University of St. Michael's Coll.	x						x					
-University of Trinity College	x						x					
-Knox College	x						x					
-Wycliffe College	x						x					
-Emmanuel College	x						x					
-Ont. Inst. for Studies in Education	x			x			x			x		
U. of Waterloo (constituent)												
-Univ. of St. Jerome's College	x			x			x			x		
-Renison College	x						x					
U. of Western Ontario (constituent)												
-Brescia College	x						x					
-Huron College	x						x					
-King's College	x		x				x		x			
-Althouse College of Education												
-London Teacher's College												
York University (constituent)												
-Atkinson College	x			x		x	x			x		x
-Glendon College	x		x	x			x		x	x		
-Lakeshore Teacher's College												
University of Manitoba												
-College de Saint Boniface	x						x					
-St. Andrew's College (U. Man.)	x						x					
-Canadian Mennonite Bible Coll.	x						x					

	1978/79						1980/81					
	Reported	Separate	Enrolment Compared to that of Main Univ. More Than 5%		More		Reported	Separate	Enrolment Compared to that of Main Univ. More Than 5%		More	
UNIVERSITY			F	P	F	P			F	P	F	P
University of Saskatchewan												
-Coll. Emmanuel and St. Chad	x						x					
-Lutheran Theological Seminary	x						x					
-St. Andrew's College (U. Sask.)	x						x					
-St. Thomas More College	x		x				x		x			
-St. Joseph's College (U. Sask.)	x			x								
-St. Peter's College	x						x					
University of Regina												
-Campion College	x		x				x		x			
-Luther College	x		x				x		x			
-Athol Murray College of Notre D.	x						x					
-Saskatchewan Indian College	x						x					
University of Alberta												
-College St. Jean	x						x					

1982/83

	Reported	Separate	Enrolment Compared to that of Main Univ. More Than 5%.		More	
UNIVERSITY			F	P	F	P
Memorial Univ. of Nfld.						
-Sir Wilfred Grenfell College	x		x			
-Memorial Univ. Off-Campus Centre	x			x		
UNB - Fredericton Branch						
-UNB - St. John Branch	x		x	x		
McGill University						
-Montreal Diocesan Theo. Coll.						
-United Theological Coll. Mont.						
Facultes, Ecoles de L'U. de Mont.						
-Ecole polytechnique	x		x	x		
-Hautes etudes commerciales	x		x	x		
McMaster Univ. (constituent)						
-McMaster Divinity College	x					
Univ. of Ottawa (constituent)						
-Universite St.Paul	x					
-St.Augustine College	x					
Queen's Univ. (constituent)						
-Queen's Theological College	x					
U. of T and Fed. Arts (constit.)						
-University of St. Michael's Coll.	x					
-University of Trinity College	x					
-Knox College	x					
-Wycliffe College	x					
-Emmanuel College	x					
-Ont. Inst. for Studies in Education	x			x		
U. of Waterloo (constituent)						
-Univ. of St. Jerome's College	x			x		
-Renison College	x					
U. of Western Ontario (constituent)						
-Brescia College	x					
-Huron College	x					
-King's College	x		x			
-Althouse College of Education						
-London Teacher's College						
York University (constituent)						
-Atkinson College	x			x		
-Glendon College	x		x	x		
-Lakeshore Teacher's College						
University of Manitoba						
-College de Saint Boniface	x					
-St. Andrew's College (U. Man.)	x					
-Canadian Mennonite Bible Coll.	x					

1982/83

	Reported Separate	Enrolment Compared to that of Main Univ.			
		More Than 5%		More	
UNIVERSITY		F	P	F	P
University of Saskatchewan					
-Coll. Emmanuel and St. Chad	x				
-Lutheran Theological Seminary	x				
-St. Andrew's College (U. Sask.)	x				
-St. Thomas More College	x	x			
-St. Joseph's College (U. Sask.)					
-St. Peter's College	x				
University of Regina					
-Campion College	x	x			
-Luther College	x	x			
-Athol Murray College of Notre D.					
-Saskatchewan Indian College	x				
University of Alberta					
-College St. Jean	x				

Part V

APPENDICES

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UNIVERSITY OF TORONTO
FACULTY OF LIBRARY AND INFORMATION SCIENCE

MANAGEMENT OF RETRENCHMENT IN CANADIAN ACADEMIC LIBRARIES*

STAFF QUESTIONNAIRE

This questionnaire is designed to describe the management practices adopted by Canadian academic research libraries in response to financial restraint. Information is sought regarding the organizational structure and the impact of retrenchment on the management of libraries. Approximately one hour and fifteen minutes of your time is required to complete the questionnaire.

N.B.: Please disregard all numbers within square brackets [ ]. They are for coding purposes only.

Library Name: ______________________________

PART I: THE LIBRARY

1. What is your specific job title: ______________________________ ____ 5

2. The position is full-time [1] ____ or part-time [2] ____ . (Please check one) ____ 6

3. Is your position unionized? YES [1] ____ NO [2] ____ ____ 7

4. What is the title of the person to whom you most frequently report? ____ 8

   Title: ______________________________

5. Please indicate below numbers and titles of the professional and support staff who report directly to you. If no one reports directly to you, please check here ____ and go on to Question 6.

Professional Staff		Support Staff			
Title	No.	Title	No.	____	____ 9-10
				____	____ 11-12
				____	____ 13-14
				____	____ 15-16

If more space is needed, please check here ____ and continue on the last page of the questionnaire.

6. From the list below, choose the three job activities on which you spend the most time. (CHECK THREE ONLY)

   ____ Supervision of subordinates [1]
   ____ Administration other than supervision [2]
   ____ Public services [3]
   ____ Collection development [4]
   ____ Technical services [5]
   ____ Automation [6]
   ____ Others (please specify) [7]

   ____
   ____

7. Rank the three job activities that you have checked in Question 6 according to the amount of time you devote to each.

   1. (most time) ______________________________ ____ 17
   2. (some time) ______________________________ ____ 18
   3. (least time) ______________________________ ____ 19

---

*This study is funded by the Social Sciences and Humanities Research Council of Canada.

8. How frequently do you participate in the following decisions? (PLEASE CHECK ALL FACTORS USING THE PAST YEAR AS THE BASIS FOR YOUR ANSWERS).

DECISIONS	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER	
a) To hire full-time professional staff?	____	____	____	____	____	____ 20
b) To hire technical and clerical staff?	____	____	____	____	____	____ 21
c) To hire other staff?	____	____	____	____	____	____ 22
d) To promote any professional staff?	____	____	____	____	____	____ 23
e) To make changes in the library budget?	____	____	____	____	____	____ 24
f) To allocate work among available personnel?	____	____	____	____	____	____ 25
g) To adopt new policies?	____	____	____	____	____	____ 26
h) To adopt new programmes?	____	____	____	____	____	____ 27
i) To assign work to your immediate subordinates?	____	____	____	____	____	____ 28
j) To determine training programmes and methods in your unit?	____	____	____	____	____	____ 29
k) To create new units?	____	____	____	____	____	____ 30
l) To create subunits?	____	____	____	____	____	____ 31
m) To review work performance of your unit staff?	____	____	____	____	____	____ 32
n) To determine methods of work to be used in your unit?	____	____	____	____	____	____ 33

9. Can the staff who report to you make the following final decisions, i.e. act without your explicit approval?

If no staff report to you, check here _____ and skip to question 10.

DECISIONS	YES [1]	NO [2]	
a) To hire full-time professional staff?	____	____	____ 34
b) To hire technical and clerical staff?	____	____	____ 35
c) To hire other staff?	____	____	____ 36
d) To promote any professional staff?	____	____	____ 37
e) To make changes in the unit budget?	____	____	____ 38
f) To allocate work among available personnel?	____	____	____ 39
g) To adopt new policies?	____	____	____ 40
h) To adopt new programmes?	____	____	____ 41
i) To assign work to their immediate subordinates?	____	____	____ 42
j) To determine training programmes and methods in their unit?	____	____	____ 43
k) To create new units?	____	____	____ 44
l) To create subunits?	____	____	____ 45
m) To review work performance of their unit staff?	____	____	____ 46
n) To determine methods of work to be used in their unit?	____	____	____ 47

10. Does your unit have:

	YES [1]	NO [2]	
a) A document stating broad policy guidelines?	____	____	____ 48
If YES			
Does each employee have a copy?	____	____	____ 49
b) A procedures manual?	____	____	____ 50
If YES			
Does each employee have a copy?	____	____	____ 51
c) Written job descriptions?	____	____	____ 52
If YES			
Does each employee have a copy?	____	____	____ 53

11. The following statements deal with the nature of the work as performed by you and your colleagues, that is, those of you who work at the same level or in the same department. Please check all the answers using your job content during the last year.

ITEMS	Definitely True	More True Than False	More False Than True	Definitely False		
a) I feel that I can make my own decisions in most matters regarding the details of my work.	____	____	____	____	____ 54	
b) I can make my own decisions here without checking with anybody else unless another department is involved.	____	____	____	____	____ 55	
c) There can be little action taken here until a supervisor approves a decision.	____	____	____	____	____ 56	
d) The manner in which the work is done is left pretty much up to the person doing the work.	____	____	____	____	____ 57	
e) A person who wants to make his or her own decisions would be quickly discouraged here.	____	____	____	____	____ 58	
f) Even small matters have to be referred to someone higher for a final answer.	____	____	____	____	____ 59	
g) Staff here are allowed to do almost as they please.	____	____	____	____	____ 60	
h) I have to consult with my supervisor before I do almost anything.	____	____	____	____	____ 61	1... 72
i) Any decision I make has to have my supervisor's approval.	____	____	____	____	____ 5	
j) The staff are constantly being checked by supervisors to ensure that they are following rules and directives.	____	____	____	____	____ 6	
k) Most of the staff here make their own rules for defining their jobs.	____	____	____	____	____ 7	
l) There is no rules manual.	____	____	____	____	____ 8	
m) Staff here feel as though they are constantly being watched to see that they obey all rules.	____	____	____	____	____ 9	
n) There is a complete written job description for my job.	____	____	____	____	____ 10	
o) Whatever situation arises, I have procedures to follow in dealing with it.	____	____	____	____	____ 11	
p) Everyone has a specific job to do.	____	____	____	____	____ 12	
q) Going through the proper channels is constantly stressed.	____	____	____	____	____ 13	
r) The organization keeps a written record of everyone's job performance.	____	____	____	____	____ 14	
s) We are to follow strict operating procedures at all times.	____	____	____	____	____ 15	
t) Whenever we have a problem we are supposed to go to the same person for an answer.	____	____	____	____	____ 16	

12. Overall, how would you characterize this library system? (CHECK ONE) ____ 17

[1] HIGHLY CENTRALIZED ____ [2] CENTRALIZED ____

[3] DECENTRALIZED ____ [4] HIGHLY DECENTRALIZED ____

13. In your view, to what extent do the opinions of professionals count in making decisions in this library? (CHECK ONLY ONE) ____ 18

[1] COMPLETELY ____ [2] EXTENSIVELY ____ [3] SOMEWHAT ____

[4] A LITTLE ____ [5] NOT AT ALL ____

14. Please respond to the following statements. (CHECK ALL ITEMS)

ITEMS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	DISAGREE STRONGLY	
a) Involvement of staff in decision-making brings staff satisfaction.	____	____	____	____	____	____ 19
b) Staff participation in the decision-making process improves staff performance.	____	____	____	____	____	____ 20
c) Involvement of staff in planning and implementing changes in the library will expedite implementation of such changes.	____	____	____	____	____	____ 21
d) The importance of staff participation has been exaggerated.	____	____	____	____	____	____ 22

15. Does the library have a written statement of goals and objectives? YES [1] ____ NO [2] ____. ____ 23

16. Please select the FIVE factors which you regard as most critical for achieving career success in librarianship. (CHECK FIVE ONLY)

____ Hard work [01]
____ Ambition [02]
____ Getting along with others [03]
____ Concern for results [04]
____ Desire for responsibility [05]
____ Integrity [06]
____ Aggressiveness [07]
____ Exceptional intelligence [08]
____ Leadership [09]
____ Technical expertise [10]
____ Appearance [11]
____ Social adaptability [12]

____ Sex [13]
____ Seniority [14]
____ Experience [15]
____ Personal connections [16]
____ Peer recognition [17]
____ Political acumen [18]
____ Other (Please specify) [19]

____
____
____
____

17. Rank the five factors that you have checked in Question 16 according to the importance you attach to each.

1. (most important) ________________________________ ____ ____ 24/25
2. ________________________________ ____ ____ 26/27
3. ________________________________ ____ ____ 28/29
4. ________________________________ ____ ____ 30/31
5. (least important) ________________________________ ____ ____ 32/33

18. Do you think the library is going through a period of financial restraint (i.e., fewer dollars or loss of purchasing power)?

YES [1] ____ NO [2] ____ . If NO, please go to Question 38. ____ 34

If YES, in what year did it first occur? YEAR ______ ____ ____ 35/36

19. How did you *first* become aware of it? (CHECK ONE ONLY) ____ ____ 37/38

____ Read about it in students' paper [01]
____ Chief librarian announced it at a meeting [02]
____ Read about it in the newspaper [03]
____ A library employee told me [04]
____ A university administrator announced it at a meeting [05]
____ Heard about it on local radio or television [06]
____ A university employee (not working in the library) told me [07]
____ My supervisor told me [08]
____ A memo was sent around [09]
____ An announcement was posted in the library [10]
____ At a departmental meeting [11]
____ Other (please specify) [12]

____

20. What steps has the chief librarian taken to explain to the staff that the resources allocated to the library system were declining? (CHECK AS MANY AS APPLY)

____ None ____ 39
____ One general meeting ____ 40
____ Several general meetings ____ 41
____ Departmental meeting(s) ____ 42
____ Memo ____ 43
____ Article(s) or notice(s) in staff publications ____ 44
____ Other (please specify) ____ 45

____

21. What steps did the chief librarian take to explain to the library's clients that the resources allocated to the library system were declining? (CHECK AS MANY AS APPLY)

____ None ____ 46
____ One general meeting ____ 47
____ Several general meetings ____ 48
____ Departmental meeting(s) ____ 49
____ Memo ____ 50
____ Article(s) or notice(s) in staff publications ____ 51
____ Other (please specify) ____ 52

____

22. Do you know how the chief librarian was first informed that resources allocated to the library system would decline? ____ 53

YES [1] ____ NO [2] ____ If NO, go to Question 24.

23. If YES, please elaborate:

____ ____ 54

____

____

____

____

If more space is needed, please check here ____ and continue on the last page of the questionnaire.

24. Do you know if in your library system retrenchment has resulted in a surplus of library expertise? ____ 55

YES [1] ____ NO [2] ____ If NO, go to Question 27.

25. If YES, is the surplus of library expertise put to work elsewhere in the University? ____ 56

YES [1] ____ NO [2] ____ If NO, go to Question 27.

26. If YES, where?

____ ____ 57/58

____

____

____

____

If more space is needed, please check here ____ and continue on the last page of the questionnaire.

27. Would you say that your library has formulated a policy to deal with financial restraint?

YES [1] ____ NO [2] ____ If NO, please go to Question 28. ____ 59

If YES, please state it in your own words. ____ ____ 60/61

____

____

____ ..1.. 72

____

____

28. As far as I can see, financial restraint in my library is: (CHECK ONE) ____ 5

[1] a temporary phenomenon ____

[2] a trend likely to continue for the foreseeable future ____

29. Have any programs, services or activities in the library system been eliminated in the last 10 years? ____ 6

YES [1] ____ NO [2] ____ If NO, go to Question 32.

30. Have any of the eliminated programs, services or activities affected you directly? ____ 7

YES [1] ____ NO [2] ____ If NO, go to question 32.

31. If YES, please explain which programs, services or activities affected you and how?

____ ____ 8/9

____ ____ 10/11

____ ____ 12/13

____ ____ 14/15

____ ____ 16/17

If more space is needed, please check here ____ and continue on the last page of the questionnaire.

32. Have any programs, services or activities in the library system been reduced noticeably in the last 10 years? ____ 18

YES [1] ____ NO [2] ____ If NO, go to Question 35.

33. Have any of these reductions in programs, services or activities affected you directly? ____ 19

YES [1] ____ NO [2] ____ If NO, go to Question 35.

34. If YES, please explain which reductions in programs, services or activities affected you and how?

____ ____ ____ 20/21

____ ____ ____ 22/23

____ ____ ____ 24/25

____ ____ ____ 26/27

____ ____ ____ 28/29

If more space is needed, please check here ____ and continue on the last page of the questionnaire.

35. Have any new programs, services or activities been added to the library system in the last 10 years?

YES [1] ____ NO [2] ____ If NO, go to Question 38. ____ 30

36. Have any of the new programs, services or activities affected you directly? ____ 31

YES [1] ____ NO [2] ____ If NO, go to Question 38.

37. If YES, please explain which programs, services or activities have affected you and how?

____ ____ ____ 32/33

____ ____ ____ 34/35

____ ____ ____ 36/37

____ ____ ____ 38/39

____ ____ ____ 40/41

If more space is needed, please check here ____ and continue on the last page of the questionnaire.

38. Please respond to each of the following statements by checking the column which best represents your own view. (CHECK ALL ITEMS)

ITEMS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	
a) At the end of most working days, I feel that I have accomplished something worthwhile.	____	____	____	____	____	____ 42
b) My efforts on the job are generally recognized by my supervisors.	____	____	____	____	____	____ 43
c) My job will lead to an even better one in the future.	____	____	____	____	____	____ 44
d) My work challenges me to do my best.	____	____	____	____	____	____ 45
e) My job offers me opportunities for personal growth.	____	____	____	____	____	____ 46
f) My job lets me assume as much responsibility as I want.	____	____	____	____	____	____ 47

39. Please respond to each of the following statements by checking the column which best represents your own view. (PLEASE CHECK ALL ITEMS)

ITEMS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	
a) In a period of financial restraint, the chief librarian should be viewed as a strong leader.	____	____	____	____	____	____ 48
b) In a period of financial restraint, the chief librarian should be an innovator.	____	____	____	____	____	____ 49
c) When threatened with financial restraint, the chief librarian should defend the budget that permits service equal to that of the recent past.	____	____	____	____	____	____ 50
d) If forced to accept diminishing resources, the chief librarian should implement only across-the-board cuts.	____	____	____	____	____	____ 51
e) In a period of financial restraint, the chief librarian should pare overhead drastically.	____	____	____	____	____	____ 52
f) In a period of financial restraint, the chief librarian should make every effort to hold down labour costs.	____	____	____	____	____	____ 53
g) In a period of financial restraint, the chief librarian should appeal to the university authorities for assistance in implementing cutbacks.	____	____	____	____	____	____ 54

39. Cont...

ITEMS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	
h) In a period of financial restraint, the chief librarian should redirect the library into a narrower scope of activity.	____	____	____	____	____	____ 55
i) In a period of financial restraint, the chief librarian should appeal to the strongest units of the library for support in implementing cutbacks.	____	____	____	____	____	____ 56
j) In implementing cutbacks, it is far more important for the chief librarian to meet with the approval of the university administration than to meet with the approval of any other constituency.	____	____	____	____	____	____ 57
k) In implementing cutbacks, it is far more important for the chief librarian to meet with the approval of the board of governors than to meet with the approval of any other body.	____	____	____	____	____	____ 58
l) It is the duty of every professional librarian to resist cutbacks in library services.	____	____	____	____	____	____ 59
m) When cutbacks in library services become inevitable, they should be made where they will hurt the professional aspects of service least.	____	____	____	____	____	____ 60
n) Cutbacks should be made in administrative staff rather than in service activities of the library.	____	____	____	____	____	____ 61
o) The chief librarian should have the final say in what units will receive the biggest cuts.	____	____	____	____	____	____ 62
p) A unit receiving cutbacks should be able to appeal to a group rather than just to the chief librarian.	____	____	____	____	____	____ 63
q) There ought to be in the library a body independent of the chief librarian to which a unit or individual could turn when a conflict between administrative and professional matters arises.	____	____	____	____	____	____ 64
r) There is nothing that a librarian can do when management imposes financial restraint.	____	____	____	____	____	____ 65
s) A union is the professional librarian's best defence against financial restraint in the library.	____	____	____	____	____	____ 66

PART 2: YOUR BACKGROUND

..3.. 72

40. When were you born? ____ 5

Prior to 1920	____
1920 - 1929	____
1930 - 1939	____
1940 - 1949	____
1950 - 1959	____
1960 or later	____

41. Sex: Female [1] ____ Male [2] ____ ____ 6

42. How many years have you worked in your present position? YEARS ____ ____ ____ 7/8

43. Was the position you held prior to the present one primarily administrative? ____ 9

YES [1] ____ NO [2] ____

44. Where was that prior position? (CHECK ONE ONLY) ____ 10

[1] In the library system in which you are working at present? ____
[2] In a different library or library system? ____
[3] In an organization other than a library? ____

45. How many years have you worked YEARS

a) in this library system? ____ ____ ____ 11/12
b) as a professional librarian? ____ ____ ____ 13/14

46. What is your highest degree earned in library science? ____ 15

____ none [1] ____ BLS [2] ____ MLS [3] ____ DLS or PhD in Library Science [4]

____ other (please specify) [5] ____

47. What is your highest degree earned in an academic field other than library science? ____ 16

____ none [1] ____ BA, BS, undergraduate degree [2] ____ MA, MSc or equivalent [3]

____ doctorate [4] ____ other (please specify) [5] ________________________________

PLEASE ANSWER QUESTIONS 48 TO 51 IN THE TABLE PROVIDED BELOW.

48. To what professional association(s) do you belong?

49. How many of the last five annual meetings of the professional associations have you attended?

50. Since January 1980, have you presented a paper at a meeting of any of these professional associations?

51. Since January 1980, have you held an elective office in one or more of these professional associations?

Name of Association(s) (Question 48)	Annual Meeting(s) (Question 49)	Paper(s) Presented (Question 50)	Elected Office(s) Held (Question 51)
____________ 17	____________ 18	____________ 19	____________ 20
____________ 21	____________ 22	____________ 23	____________ 24
____________ 25	____________ 26	____________ 27	____________ 28
____________ 29	____________ 30	____________ 31	____________ 32
____________ 33	____________ 34	____________ 35	____________ 36

If you belong to more than five professional associations, check here ____ and continue on the last page of the questionnaire.

52. Do you have career goals that you wish to achieve in the future? ____ 37

YES [1] ____ NO [2] ____ If No, please go to Question 53.

If YES, have financial restraints in your library affected those career goals? ____ 38

YES [1] ____ NO [2] ____

53. Please pick the five best rewards offered by your present position. (CHECK ONLY FIVE)

____	Job security	[01]
____	Promotional opportunities	[02]
____	Flexible working conditions	[03]
____	Professional status (prestige)	[04]
____	Social contact	[05]
____	Opportunity to assist others	[06]
____	Intellectual challenge	[07]
____	Managerial challenge	[08]
____	Use of organizational skills	[09]
____	Minimal stress	[10]
____	Educational advancement	[11]
____	Other (please specify)	[12]

____

54. Rank the five rewards you have checked in Question 53 according to the importance you attach to each.

1. (most important) ________________ ____ ____ 39/40
2. ________________ ____ ____ 41/41
3. ________________ ____ ____ 43/44
4. ________________ ____ ____ 45/46
5. (least important) ________________ ____ ____ 47/48

55. What do you see yourself doing in two year's time? ____ ____ 49/50

____

____

____

____

____

56. What do you see yourself doing in five years' time? ____ ____ 51/52

57. We greatly appreciate the time you have taken to complete this questionnaire. The space below has been left for you to make any comments or raise any questions that you would like. If you refer to a particular item within the questionnaire in your comments, please identify it by its question number. [Additional comments: 1 Some 2 None] ____ 53

If you would like one of the principal investigators of the study to interview you about the effects of the library restraint measures please give your name and your office telephone number below:

NAME (in block letters): ____________________

OFFICE TELEPHONE NUMBER: (   ) ____________________

Thank you very much for your cooperation. 4 72

Please return the completed questionnaire in the stamped, self-addressed envelope provided. If you have misplaced the envelope, our address is:

Professors Ethel Auster and Laurent-G. Denis
Faculty of Library and Information Science
University of Toronto
140 St. George Street
Toronto, Ontario
M5S 1A1

May 1985

Additional page

id ___ ___ ___ ___ 1-4

THE UNIVERSITY OF TORONTO

FACULTY OF LIBRARY AND INFORMATION SCIENCE

LA GESTION DES BIBLIOTHÈQUES UNIVERSITAIRES CANADIENNES À L'HEURE DES RESTRICTIONS FINANCIÈRES*

QUESTIONNAIRE À L'INTENTION DU PERSONNEL

Le présent questionnaire vise à décrire la gestion adoptée par les bibliothèques universitaires canadiennes face aux restrictions financières. Nous nous intéressons plus spécialement à la structure de l'organisation et à l'influence que les directeurs des bibliothèques exercent sur la gestion de ces entreprises en période de crise financière. Il vous faudra environ une heure et quinze minutes pour remplir ce questionnaire.

N.B. Les chiffres qui apparaissent entre crochets [ ] servent au codage des données. Veuillez ne pas en tenir compte dans vos réponses.

Nom de la bibliothèque: ____________________

1re PARTIE: LA BIBLIOTHÈQUE

1. Précisez votre titre: ____________________ ___ 5

2. Il s'agit d'un poste à temps plein [1] ____ ou à temps partiel [2] ____ (Cochez une réponse.) ___ 6

3. Votre poste est-il syndiqué? OUI [1] ____ NON [2] ____ ___ 7

4. Précisez le titre de la personne qui est normalement votre supérieur(e) immédiat(e).

Titre: ____________________ ___ 8

5. Prière de donner ci-après le nombre et les titres du personnel professionnel et de soutien qui se rapporte directement à vous. Si personne ne dépend directement de vous, veuillez cocher ici _____ et passer à la question 6.

Personnel professionnel		Personnel de soutien	
Titre	No	Titre	No
____________	____	____________	____
____________	____	____________	____
____________	____	____________	____
____________	____	____________	____
____________	____	____________	____

___ ___ 9/10

___ ___ 11/12

___ ___ 13/14

___ ___ 15/16

Si l'espace est insuffisant, veuillez cocher ici ___ et continuer sur la dernière page du questionnaire.

6. Indiquez ci-après les trois activités professionnelles auxquelles vous consacrez le plus de temps. (COCHEZ TROIS CATÉGORIES SEULEMENT.)

____ Supervision des subordonnés [1]

____ Administration autre que supervision [2]

____ Service au public [3]

____ Développement des collections [4]

____ Services techniques [5]

____ Automatisation [6]

____ Autres activités (S.V.P. précisez.) [7]

____

____

7. Cotez les trois activités cochées ci-haut de façon à indiquer l'importance de chacune par rapport au temps que vous y consacrez.

1. (le plus de temps) ____________________ ___ 17

2. (une certaine quantité de temps) ____________________ ___ 18

3. (le moins de temps) ____________________ ___ 19

---

* La présente étude est subventionnée par le Conseil de recherches en sciences humaines du Canada.

8. Indiquez la fréquence de votre participation à la prise de décisions dans les cas suivants. (VEUILLEZ COCHER TOUTES LES DÉCISIONS EN FONDANT VOS RÉPONSES SUR L'EXPÉRIENCE DES DOUZE DERNIERS MOIS.)

DÉCISIONS	TOUJOURS	SOUVENT	PARFOIS	RAREMENT	JAMAIS	
a) Engagement du personnel professionnel à temps plein	___	___	___	___	___	___ 20
b) Engagement du personnel technique et de soutien	___	___	___	___	___	___ 21
c) Engagement d'autres employés	___	___	___	___	___	___ 22
d) Promotion du personnel professionnel	___	___	___	___	___	___ 23
e) Modifications au budget de la bibliothèque	___	___	___	___	___	___ 24
f) Attribution des tâches parmi tout le personnel disponible	___	___	___	___	___	___ 25
g) Adoption de nouvelles politiques	___	___	___	___	___	___ 26
h) Adoption de nouveaux programmes	___	___	___	___	___	___ 27
i) Attribution des tâches à vos subordonnés immédiats	___	___	___	___	___	___ 28
j) Établissement des programmes et des méthodes d'entraînement au travail de votre unité administrative	___	___	___	___	___	___ 29
k) Création de nouvelles unités administratives	___	___	___	___	___	___ 30
l) Création de nouvelles sous-unités administratives	___	___	___	___	___	___ 31
m) Appréciation du personnel de votre unité administrative	___	___	___	___	___	___ 32
n) Établissement des méthodes de travail dans votre unité administrative	___	___	___	___	___	___ 33

9. Le personnel qui dépend de vous peut-il prendre la décision définitive dans les cas suivants, c.-à-d. agir sans votre autorisation expresse?
Si personne ne dépend de vous, veuillez cocher ici ___ et passer à la question 10.

DÉCISIONS	OUI [1]	NON [2]	
a) Engagement du personnel professionnel à temps plein	___	___	___ 34
b) Engagement du personnel technique et de soutien	___	___	___ 35
c) Engagement d'autres employés	___	___	___ 36
d) Promotion du personnel professionnel	___	___	___ 37
e) Modifications au budget de votre uhité administrative	___	___	___ 38
f) Attribution des tâches parmi tout le personnel disponible	___	___	___ 39
g) Adoption de nouvelles politiques	___	___	___ 40
h) Adoption de nouveaux programmes	___	___	___ 41
i) Attribution des tâches à leurs subordonnés immédiats	___	___	___ 42
j) Établissement des programmes et des méthodes d'entraînement au travail de leur unité administrative	___	___	___ 43
k) Création de nouvelles unités administratives	___	___	___ 44
l) Création de nouvelles sous-unités administratives	___	___	___ 45
m) Appréciation du personnel de leur unité administrative	___	___	___ 46
n) Établissement des méthodes de travail dans leur unité administrative	___	___	___ 47

10. Y a-t-il pour votre unité administrative:

	OUI [1]	NON [2]	
a) Une politique et des règlements généraux écrits?	___	___	___ 48
Chaque employé en a-t-il un exemplaire?	___	___	___ 49
b) Un manuel de procédures?	___	___	___ 50
Chaque employé en a-t-il un exemplaire?	___	___	___ 51
c) Des descriptions d'emploi écrites?	___	___	___ 52
Chaque employé en a-t-il un exemplaire?	___	___	___ 53

11. Les énoncés suivants portent sur la nature de votre travail et de celui de vos collègues, c'est-à-dire ceux qui oeuvrent à votre niveau ou dans le même département que vous. Veuillez cocher chaque énoncé en vous basant sur l'expérience des douze derniers mois.

ÉNONCÉS	ABSOLUMENT VRAI	PLUS VRAI QUE FAUX	PLUS FAUX QUE VRAI	ABSOLUMENT FAUX	
a) En général, je peux prendre toute décision qui affecte mon travail.	___	___	___	___	___ 54
b) Je peux prendre mes décisions ici sans devoir consulter qui que ce soit à moins qu'une autre unité administrative ne soit impliquée.	___	___	___	___	___ 55
c) Le personnel n'est guère libre d'agir tant qu'un superviseur n'a pas approuvé une décision.	___	___	___	___	___ 56
d) Une personne chargée d'un travail a presque l'entière liberté de l'effectuer à sa guise.	___	___	___	___	___ 57
e) Quiconque voudrait prendre ses propres décisions serait vite découragé ici.	___	___	___	___	___ 58
f) Même les questions de peu d'importance doivent être soumises à l'autorité pour être tranchées.	___	___	___	___	___ 59
g) À toute fin pratique, le personnel peut agir à sa guise ici.	___	___	___	___	___ 60
h) Je dois consulter mon superviseur avant de faire quoi que ce soit.	___	___	___	___	___ 61
i) Toute décision que je prends doit être approuvée par mon superviseur.	___	___	___	___	_1_ 72 ___ 5
j) Les superviseurs exercent une surveillance constante sur les employés pour assurer l'observance des règles et directives.	___	___	___	___	___ 6
k) La majorité des employés ici définissent leurs fonctions selon leurs propres critères.	___	___	___	___	___ 7
l) Il n'y a pas de manuel de procédures.	___	___	___	___	___ 8
m) Les employés ont l'impression qu'on les surveille constamment pour s'assurer qu'ils respectent toutes les règles et directives.	___	___	___	___	___ 9
n) Il existe pour mon poste une description écrite complète.	___	___	___	___	___ 10
o) Quoi qu'il arrive, j'ai une marche à suivre pour faire face à la situation.	___	___	___	___	___ 11
p) Chaque employé a un travail précis à accomplir.	___	___	___	___	___ 12
q) On insiste toujours sur l'importance de passer par les échelons administratifs.	___	___	___	___	___ 13
r) L'établissement conserve une appréciation écrite du rendement de chaque employé.	___	___	___	___	___ 14
s) Nous devons à tout moment suivre des méthodes de fonctionnement strictes.	___	___	___	___	___ 15
t) Lorsque nous avons un problème, nous devons toujours nous adresser à la même personne pour le résoudre.	___	___	___	___	___ 16

12. D'après vous, comment pourrait-on caractériser de manière globale l'administration des bibliothèques de votre université? (COCHEZ UNE SEULE RÉPONSE.) ___ 17

[1] TRÈS CENTRALISÉE ___ [2] CENTRALISÉE ___

[3] DÉCENTRALISÉE ___ [4] TRÈS DÉCENTRALISÉE ___

13. À votre avis, dans quelle mesure tient-on compte de l'opinion du personnel professionnel quand on prend des décisions dans votre bibliothèque? (COCHEZ UNE SEULE RÉPONSE.) ___ 18

[1] ENTIÈREMENT ___ [2] DANS UNE GRANDE MESURE ___ [3] DANS UNE CERTAINE MESURE ___

[4] UN PEU ___ [5] PAS DU TOUT ___

14. Veuillez indiquer votre réaction aux énoncés suivants en cochant la colonne qui exprime le mieux votre opinion. (COCHEZ TOUS LES ÉNONCÉS.)

ÉNONCÉS	ENTIÈREMENT D'ACCORD	D'ACCORD	SANS OPINION	EN DÉSACCORD	ENTIÈREMENT EN DÉSACCORD	
a) Participer à la prise de décisions apporte satisfaction au personnel.	___	___	___	___	___	___ 19
b) Participer à la prise de décisions améliore le rendement du personnel.	___	___	___	___	___	___ 20
c) La participation du personnel à la planification et à la réalisation de changements dans la bibliothèque accélère l'accomplissement de ces changements.	___	___	___	___	___	___ 21
d) On a exagéré l'importance de la participation du personnel.	___	___	___	___	___	___ 22

15. Existe-t-il pour la bibliothèque un document qui fait état de ses objectifs?
OUI [1] ___ NON [2] ___ ___ 23

16. Veuillez indiquer ci-après les CINQ facteurs qui vous semblent les plus critiques pour réussir une carrière dans la bibliothéconomie. (COCHEZ SEULEMENT CINQ FACTEURS.)

___	Application au travail	[01]	___	Sexe	[13]
___	Ambition	[02]	___	Ancienneté	[14]
___	Bonnes relations avec ses collègues	[03]	___	Expérience	[15]
___	Souci des résultats	[04]	___	Contacts personnels	[16]
___	Désir d'avoir des responsabilités	[05]	___	Considération des collègues	[17]
___	Honnêteté	[06]	___	Sens politique	[18]
___	Agressivité	[07]	___	Autre (s.v.p. précisez)	[19]
___	Intelligence exceptionnelle	[08]		____________________	
___	Qualité de chef	[09]		____________________	
___	Compétence technique	[10]		____________________	
___	Faire bonne figure	[11]		____________________	
___	Sociabilité	[12]		____________________	

17. Cotez les cinq facteurs cochés ci-haut selon l'importance que vous attachez à chacun d'entre eux.

1. (facteur le plus important) ____________________ ___ ___ 24/25

2. ____________________ ___ ___ 26/27

3. ____________________ ___ ___ 28/29

4. ____________________ ___ ___ 30/31

5. (facteur le moins important) ____________________ ___ ___ 32/33

18. Estimez-vous que la bibliothèque passe actuellement par une période de restrictions financières (c.-à-d. moins d'argent ou une perte du pouvoir d'achat)? ___ 34

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 38.

Dans l'affirmative, veuillez préciser l'année où cela s'est produit pour la première fois.

ANNÉE ________ ___ ___ 35/36

19. Comment avez-vous appris que la bibliothèque entrait dans une période de restrictions financières? (COCHEZ UNE SEULE RÉPONSE.) ___ ___ 37/38

___ Par la voie du journal étudiant [01]
___ Le directeur de la bibliothèque l'a annoncé lors d'une réunion [02]
___ Par la presse quotidienne ou hebdomadaire [03]
___ Un employé de la bibliothèque me l'a dit [04]
___ Un haut fonctionnaire de l'université l'a annoncé lors d'une réunion [05]
___ Je l'ai entendu à la radio ou à la télé [06]
___ Un employé de l'université qui ne travaille pas à la bibliothèque me l'a dit [07]
___ Mon superviseur me l'a dit [08]
___ Une note de service nous a été envoyée [09]
___ On a affiché une annonce dans la bibliothèque [10]
___ Lors d'une réunion départementale [11]
___ Autre (veuillez préciser.) [12]

20. Quelles mesures furent prises par le directeur pour expliquer au personnel que les ressources financières accordées à la bibliothèque allaient être coupées? (COCHEZ TOUTES LES RÉPONSES QUI S'APPLIQUENT.)

___ Aucune ___ 39
___ Une assemblée générale ___ 40
___ Une série d'assemblées générales ___ 41
___ Réunion(s) départementale(s) ___ 42
___ Note de service ___ 43
___ Article(s) ou notice(s) dans des publications de la bibliothèque ___ 44
___ Autre (veuillez préciser.) ___ 45

21. Quelles mesures furent prises par le directeur pour expliquer aux usagers que les ressources financières allouées à la bibliothèque allaient être coupées? (COCHEZ TOUTES LES RÉPONSES QUI S'APPLIQUENT.)

___ Aucune ___ 46
___ Une assemblée générale ___ 47
___ Une série d'assemblées générales ___ 48
___ Réunion(s) départementale(s) ___ 49
___ Note de service ___ 50
___ Article(s) ou notice(s) dans des publications de la bibliothèque ___ 51
___ Autre (veuillez préciser.) ___ 52

22. Savez-vous comment le directeur a appris que les ressources financières allouées à la bibliothèque allaient être coupées? ___ 53

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 24.

23. Dans l'affirmative, veuillez vous expliquer. ___ 54

Si l'espace est insuffisant, veuillez cocher ici ___ et continuer sur la dernière page du questionnaire.

24. Savez-vous si les restrictions financières ont créé dans la bibliothèque un surplus d'expertise professionnelle? ___ 55

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 27.

25. Si OUI, le surplus d'expertise professionnelle est-il utilisé ailleurs à l'université?

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 27. ___ 56

26. Si OUI, où précisément?

___ ___ 57/58

27. Seriez-vous d'accord pour dire que votre bibliothèque a établi une politique qui lui permet de faire face aux restrictions budgétaires? ___ 59

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 28.

Dans l'affirmative, veuillez résumer cette politique en vos propres termes. ___ ___ 60/61

1 72

Si l'espace est insuffisant, veuillez cocher ici _____ et continuer sur la dernière page du questionnaire.

28. Pour autant que je puisse en juger, les restrictions financières de ma bibliothèque représentent: (COCHEZ UN SEULE RÉPONSE.) ___ 5

[1] Un phénomène temporaire ___

[2] Une tendance dont on ne peut pas prévoir la fin ___

29. La bibliothèque a-t-elle éliminé des programmes, des services ou des activités dans les dix dernières années? ___ 6

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 32.

30. Certains des programmes, services ou activités éliminés vous ont-ils afffecté directement? ___ 7

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 32.

31. Si OUI, pouvez-vous expliquer quels programmes, services ou activités vous ont affecté et COMMENT ils vous ont affecté?

___ ___ 8/9
___ ___ 10/11
___ ___ 12/13
___ ___ 14/15
___ ___ 16/17

Si l'espace est insuffisant, veuillez cocher ici _____ et continuer sur la dernière page du questionnaire.

32. La bibliothèque a-t-elle réduit substantiellement des programmes, services ou activités dans les dix dernières années? ___ 18

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 35.

33. Certaines de ces réductions substantielles vous ont-elles affecté(e) directement? ___ 19

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 35.

34. Si OUI, pouvez-vous expliquer quelles réductions vous ont affecté(e) et comment elles vous ont affecté(e)?

______________________________ ___ ___ 20/21

______________________________ ___ ___ 22/23

______________________________ ___ ___ 24/25

______________________________ ___ ___ 26/27

______________________________ ___ ___ 28/29

Si l'espace est insuffisant, veuillez cocher ici _____ et continuer sur la dernière page du questionnaire.

35. La bibliothèque a-t-elle créé de nouveaux programmes, services ou activités dans les dix dernières années? ___ 30

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 38.

36. Certains des nouveaux programmes, services ou activités vous ont-ils affecté (e) directement? ___ 31

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 38.

37. Si OUI, pouvez-vous expliquer quels programmes, services ou activités vous ont affecté(e) COMMENT ils vous ont affecté(e)?

______________________________ ___ ___ 32/33

______________________________ ___ ___ 34/35

______________________________ ___ ___ 36/37

______________________________ ___ ___ 38/39

______________________________ ___ ___ 40/41

Si l'espace est insuffisant, veuillez cocher ici _____ et continuer sur la dernière page du questionnaire.

38. Veuillez indiquer votre réaction à chacun des énoncés suivants en cochant la colonne qui exprime le mieux votre opinion. (COCHEZ TOUS LES ÉNONCÉS.)

ÉNONCÉS	ENTIÈREMENT D'ACCORD	D'ACCORD	SANS OPINION	EN DÉSACCORD	ENTIÈREMENT EN DÉSACCORD	
a) Généralement à la fin de la journée, j'ai l'impression d'avoir accompli quelque chose d'utile.	___	___	___	___	___	___ 42
b) Généralement, mon supérieur reconnaît les efforts que je fais au travail.	___	___	___	___	___	___ 43
c) Mon poste actuel me permettra d'en obtenir un meilleur à l'avenir.	___	___	___	___	___	___ 44
d) Mon travail m'incite à faire de mon mieux.	___	___	___	___	___	___ 45
e) Mon emploi me fournit des occasions de développement personnel.	___	___	___	___	___	___ 46
f) Mon travail me permet d'assumer autant de responsabilités que je veux.	___	___	___	___	___	___ 47

39. Veuillez indiquer votre réaction à chacun des énoncés suivants en cochant la colonne qui exprime le mieux votre opinion. (COCHEZ TOUS LES ÉNONCÉS.)

ÉNONCÉS	ENTIÈREMENT D'ACCORD	D'ACCORD	SANS OPINION	EN DÉSACCORD	ENTIÈREMENT EN DÉSACCORD	
a) En période de restrictions financières, il importe que le (la) bibliothécaire en chef soit un(e) véritable leader.	___	___	___	___	___	___ 48
b) En période de restrictions financières, le (la) bibliothécaire en chef devrait être innovateur(-trice).	___	___	___	___	___	___ 49
c) Menacé(e) par les restrictions financières, le (la) bibliothécaire en chef devrait défendre le budget qui permet de maintenir le service au niveau des dernières années.	___	___	___	___	___	___ 50

39. Suite

ÉNONCÉS	ENTIÈREMENT D'ACCORD	D'ACCORD	SANS OPINION	EN DÉSACCORD	ENTIÈREMENT EN DÉSACCORD	
d) Face à l'obligation d'accepter une diminution des ressources, le (la) bibliothécaire en chef ne devrait effectuer que des coupures systématiques.	___	___	___	___	___	___ 51
e) En période de restrictions financières, le (la) bibliothécaire en chef devrait réduire de façon massive les frais généraux de la bibliothèque.	___	___	___	___	___	___ 52
f) En période de restrictions financières, le (la) bibliothécaire en chef devrait faire son possible pour économiser sur les coûts de la main-d'oeuvre.	___	___	___	___	___	___ 53
g) En période de restrictions financières, le (la) bibliothécaire en chef devrait demander aux autorités de l'université qu'on l'aide à implanter les restrictions.	___	___	___	___	___	___ 54
h) En période de restrictions financières, le (la) bibliothécaire en chef devrait restreindre le champ d'activités de la bibliothèque.	___	___	___	___	___	___ 55
i) En période de restrictions financières, le (la) bibliothécaire en chef devrait demander l'aide des unités les plus fortes de la bibliothèque dans l'implantation des réductions.	___	___	___	___	___	___ 56
j) Lors de l'application des coupures, il est bien plus important que le (la) bibliothécaire en chef obtienne l'approbation de la haute administration que celle de n'importe quel autre secteur de l'université.	___	___	___	___	___	___ 57
k) Lors de l'application des coupures, il est bien plus important que le (la) bibliothécaire en chef obtienne l'approbation du conseil d'administration que celle de n'importe quel autre organe.	___	___	___	___	___	___ 58
l) Il incombe à tout(e) bibliothécaire professionnel(le) de résister à toute tentative de réduire les services.	___	___	___	___	___	___ 59
m) Lorsqu'elle s'avère inévitable, la réduction des services devrait s'effectuer de manière à affecter le moins possible les aspects professionnels du service.	___	___	___	___	___	___ 60
n) Les réductions devraient se faire aux frais du personnel administratif plutôt qu'à ceux des services publics.	___	___	___	___	___	___ 61
o) C'est au (à la) bibliothécaire en chef de décider en définitive des unités qui doivent subir les coupures les plus importantes.	___	___	___	___	___	___ 62
p) Une unité subissant des coupures devrait avoir la possibilité d'en appeler à un groupe plutôt qu'au (à la) bibliothécaire en chef.	___	___	___	___	___	___ 63
q) Il devrait exister au sein de la bibliothèque un organe indépendant du (de la) bibliothécaire en chef à qui une unité ou un particulier puisse s'adresser lors d'un conflit entre les aspects administratifs et professionnels du travail.	___	___	___	___	___	___ 64
r) Un(e) bibliothécaire est sans recours lorsque la direction impose des restrictions financières.	___	___	___	___	___	___ 65

39. Suite

ÉNONCÉS	ENTIÈREMENT D'ACCORD	D'ACCORD	SANS OPINION	EN DÉSACCORD	ENTIÈREMENT EN DÉSACCORD	
s) Le syndicat constitue la meilleure défense des bibliothécaires professionnels contre les restrictions financières imposées aux bibliothèques.	___	___	___	___	___	___ 66

3
=== 72

2ᵉ PARTIE: VOS ANTÉCÉDENTS

40. Quand êtes-vous né(e)? ___ 5

Avant 1920 ___
1920 - 1929 ___
1930 - 1939 ___
1940 - 1949 ___
1950 - 1959 ___
1960 ou après ___

41. Sexe: Féminin [1] ___ Masculin [2] ___ ___ 6

42. Depuis combien d'années occupez-vous votre poste actuel? NOMBRE D'ANNÉES _____ ___ ___ 7/8

43. Le poste que vous occupiez avant celui que vous avez à présent était-il surtout administratif?

OUI [1] ___ NON [2] ___ ___ 9

44. Où occupiez-vous ce poste? (COCHEZ UNE SEULE RÉPONSE.) ___ 10

[1] Dans la bibliothèque de la même université ___

[2] Dans une autre bibliothèque ___

[3] Ailleurs que dans une bibliothèque ___

45. Depuis combien d'années travaillez-vous NOMBRE D'ANNÉES

a) dans ce système de bibliothèque? ____ ___ ___ 11/12

b) en tant que bibliothécaire professionnel(le)? ____ ___ ___ 13/14

46. Quel est votre grade universitaire le plus élevé en bibliothéconomie?

___ aucun [1] ___ B.Bibl./BLS [2] ___ M.Bibl./MLS [3] ___ PhD/DLS en bibliothéconomie [4]

___ autre (veuillez préciser.) [5] ________________ ___ 15

47. Quel est votre grade universitaire le plus élevé dans une discipline autre que la bibliothéconomie?

___ aucun [1] ___ B.A., B.Sc. ou autre premier grade [2] ___ M.A., M.Sc. ou l'équivalent [3]

___ doctorat [4] ___ autre (veuillez préciser.) [5] ________________ ___ 16

VEUILLEZ RÉPONDRE AUX QUESTIONS 48-51 DANS LE TABLEAU CI-DESSOUS.

48. De quelle(s) association(s) professionnelle(s) êtes-vous membre?

49. À combien d'assemblées annuelles de ces associations professionnelles avez-vous assisté depuis janvier 1980?

50. Depuis janvier 1980, avez-vous présenté un mémoire à une réunion d'une de ces associations?

51. Depuis janvier 1980, avez-vous été élu(e) au bureau d'une ou plusieurs de ces associations?

Nom de l'association (question 48)	Assemblée annuelle (question 49)	Mémoire présenté (question 50)	Fonction (question 51)
________ 17	________ 18	________ 19	________ 20
________ 21	________ 22	________ 23	________ 24
________ 25	________ 26	________ 27	________ 28
________ 29	________ 30	________ 31	________ 32
________ 33	________ 34	________ 35	________ 36

Si vous êtes membre de plus de cinq associations professionnelles, veuillez cocher ici _____ et continuer sur la dernière page du questionnaire.

52. Avez-vous des objectifs de carrière que vous aimeriez atteindre?

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 53. ___ 37

Si vous avez répondu OUI, les restrictions financières ont-elles eu un effet sur vos objectifs de carrière?

OUI [1] ___ NON [2] ___ ___ 38

53. Veuillez indiquer ci-dessous les cinq meilleures récompenses que vous offre votre poste actuel. (COCHEZ CINQ CATÉGORIES SEULEMENT.)

___ Sécurité d'emploi [01]

___ Possibilités de promotion [02]

___ Conditions de travail souples [03]

___ Statut professionnel (prestige) [04]

___ Contacts sociaux [05]

___ Possibilité d'aider autrui [06]

___ Défi intellectuel [07]

___ Défi au niveau de la gestion [08]

___ Possibilité de faire appel à mon habileté en matière d'organisation [09]

___ Stress minimal [10]

___ Développement éducationnel [11]

___ Autre (S.V.P. précisez.) [12]

____

54. Cotez les cinq récompenses cochées ci-haut selon l'importance que vous attachez à chacune d'entre elles.

1. (la plus importante) ______________________________ ___ ___ 39/40

2. ______________________________ ___ ___ 41/42

3. ______________________________ ___ ___ 43/44

4. ______________________________ ___ ___ 45/46

5. (la moins importante) ______________________________ ___ ___ 47/48

55. Comment envisagez-vous votre avenir professionnel d'ici deux ans?

______________________________ ___ ___ 49/50

____

____

____

____

56. Comment envisagez-vous votre avenir professionnel d'ici cinq ans?

______________________________ ___ ___ 51/52

____

____

____

____

57. Nous vous sommes très reconnaissants d'avoir bien voulu remplir ce questionnaire. Nous vous invitons à soulever des questions ou à nous faire des commentaires sur la version française du questionnaire dans l'espace ci-dessous. Si vos commentaires portent sur des questions précises, veuillez nous donner leur numéro. [1 Quelques-uns 2 Aucun] ___ 53

Si vous voulez nous accorder une entrevue pour discuter des effets des contraintes bugétaires, veuillez nous donner votre nom et le numéro de téléphone de votre bureau ci-après:

NOM (en lettres moulées): ______________________________

TELEPHONE AU BUREAU: (   ) ______________________________

Nous vous remercions vivement de votre collaboration. 4 72

Prière de retourner le questionnaire rempli dans l'enveloppe-retour préaffranchie ci-incluse. Si vous l'avez égarée, voici notre adresse:

Professeurs Ethel Auster et Laurent-G. Denis
Faculty of Library and Information Science
University of Toronto
140 St. George Street
Toronto, Ontario
M5S 1A1

Mai 85

Page supplémentaire

THE UNIVERSITY OF TORONTO
FACULTY OF LIBRARY AND INFORMATION SCIENCE

LA GESTION DES BIBLIOTHEQUES UNIVERSITAIRES CANADIENNES A L'HEURE DES RESTRICTIONS ~~BUDGETAIRES~~ FINANCIERES

INTERVIEW DU PERSONNEL DE LA BIBLIOTHEQUE

INTERVIEWER: ______________________ Date: __________

BIBLIOTHEQUE: ______________________

TITRE: ______________________

NOMBRE D'ANNEES DANS CE SYSTEME: ______________

NOMBRE D'ANNEES DANS CE POSTE: ______________

. Reportez-vous à quelques années en arrière. Selon vous, parmi les effets des restrictions budgétaires, quels sont ceux qui vous semblent avoir été les plus significatifs pour votre unité administrative?

A sonder:
- services
- finances
- personnel: nombre d'employés, moral
- collections
- prise de décisions
- structure
- leadership
- degré de satisfaction des usagers et leur réaction aux coupures budgétaires
- objectifs

1.A Qu'est-il advenu de la productivité dans votre unité administrative?

2. Comment avez-vous fait face aux situations découlant des restrictions budgétaires? Veuillez indiquer vos préoccupations principales. (service, questions politiques, syndicat, personnel, public, système MRAP - Management Review and Analysis Program) Avez-vous été forcé(e) de produire des revenus?

2B. Certains disent qu'en période de restrictions financières, la gestion d'une institution se démocratise sensiblement. Fût-ce le cas ici ?

3. Si votre unité a subi la perte de certaines compétences spécialisées, quelles en ont été les conséquences?

4. Veuillez décrire la réaction des usagers de la bibliothèque face aux changements occasionnés dans votre unité par les restrictions budgétaires.

. Veuillez préciser l'impact des restrictions budgétaires sur vous personnellement ainsi que sur votre poste.

5A. Comment les restrictions financières ont-elles affecté vos objectifs de carrière ?

6. Veuillez décrire la réaction de vos employés face aux restrictions financières. (satisfaction au travail mentionnée + discutée.

Les restrictions financières ont-elles affecté la manière dont vous administrez votre unité?

7. Lors d'un conflit entre les objectifs d'une unité administrative et les fonds qui lui sont alloués, comment le conflit est-il résolu?

8. Les restrictions budgétaires ont-elles eu pour effet de rendre les diverses unités de ~~votre~~ la bibliothèque plus compétitives? Veuillez expliquer. (Accorder une attention particulière aux commentaires sur le budget.)

9. Quels problèmes vous causent les restrictions budgétaires lorsqu'il s'agit de concilier les objectifs de votre unité avec les objectifs globaux de la bibliothèque?

10. Selon vous, quel genre de leadership convient le mieux en période de restrictions financières - un leadership caractérisé par la réaction ou par l'action?

11. Comment pourrait-on caractériser le leadership du (de la) bibliothécaire en chef?

12. Et votre leadership à vous?

13. Les uns affirment que les restrictions budgétaires stimulent la créativité du directeur tandis que les autres prétendent qu'elles font de ce dernier un bureaucrate. Quelle est votre opinion sur cette question?

13H. Certains disent qu'en période de restrictions financières il est difficile d'innover ou d'implanter tout changement. Quelle a été votre expérience à cet égard ?

14. Certaines personnes disent que les restrictions budgétaires diminuent le plaisir de travailler. Cela est-il le cas...

a) Pour vous?
Pourquoi?

b) Pour vos subordonnés immédiats?
Pourquoi?

c) Pour le personnel professionnel de la bibliothèque?
Pourquoi?

15. Selon vous, comment récompense-t-on celui ou celle qui réussit à bien administrer les restrictions budgétaires?

A sonder: récompenses matérielles (augmentation de salaire, bénéfices de n'importe quel genre, etc.)
récompenses non matérielles (p.ex., considération)

16. Lesquelles de ces récompenses avez-vous obtenues vous-même?

17. Quelles répercussions négatives les restrictions financières ont-elles eues sur vous?

A sonder: ressentiment, moral, santé

Et sur vos employés?

18. A votre avis, si la situation actuelle continue, qu'adviendra-t-il de la bibliothèque durant les cinq prochaines années?

19. Les coupures budgétaires ont-elles eu des retombées positives? Lesquelles?

20. Si les restrictions budgétaires venaient à diminuer, quelles priorités établiriez-vous pour dépenser les sommes qui seraient mises à votre disposition?

21. Quels conseils donneriez-vous à un(e) collègue qui doit faire face aux restrictions budgétaires?

22. S'il vous était possible de revivre la période des restrictions budgétaires, que vous feriez différemment?

depuis le début,

23. Aimeriez-vous ajouter autre chose?

VOTRE AIDE NOUS A ETE TRES PRECIEUSE ET NOUS VOUS EN REMERCIONS. IL VA SANS DIRE QUE VOS REPONSES RESTERONT CONFIDENTIELLES. NOUS SERONS HEUREUX DE VOUS FAIRE PARVENIR UN RESUME DES RESULTATS DE CETTE ETUDE LORSQU'ELLE SERA TERMINEE.

UNIVERSITY OF TORONTO
FACULTY OF LIBRARY AND INFORMATION SCIENCE

MANAGEMENT OF RETRENCHMENT IN CANADIAN ACADEMIC LIBRARIES*

LIBRARY DIRECTORS' QUESTIONNAIRE

This questionnaire is designed to describe the management practices adopted by Canadian academic research libraries in response to financial restraint. Information is sought regarding the organizational structure and the impact of the chief executive officer on the administration of retrenchment. Approximately one hour of your time is required to complete the questionnaire.

N.B. Please disregard all numbers within square brackets [ ]. They are for coding purposes only.

LIBRARY NAME: ______________________________ ____ ____ 1

PART I: THE LIBRARY

1. Please indicate below the titles of the persons whom you consider to be the most influential in running the library whether or not they are senior managers or part of the management team.

TITLE

______________________________ ____ 3
______________________________ ____ 4
______________________________ ____ 5
______________________________ ____ 6
______________________________ ____ 7

If more space is needed, please check here _____ and continue on the last page of the questionnaire.

2. Please indicate the relative impact on your library of each of the environmental factors listed below. (CHECK ALL FACTORS)

FACTORS	NO IMPACT	LITTLE IMPACT	SOME IMPACT	CONSIDERABLE IMPACT	GREAT IMPACT	
a) Political nature of the university	____	____	____	____	____	____ 8
b) Size of the user population	____	____	____	____	____	____ 9
c) Composition of the population served	____	____	____	____	____	____ 10
d) User distribution across campus	____	____	____	____	____	____ 11
e) Library networks and systems	____	____	____	____	____	____ 12
f) Financial resources	____	____	____	____	____	____ 13
g) Competitors, e.g., media, other educational institutions, other libraries, bookstores.	____	____	____	____	____	____ 14
h) Other information providers on campus, e.g., computer/data centre, media centre, campus bookstores	____	____	____	____	____	____ 15
i) Publishers, book agents	____	____	____	____	____	____ 16
j) Labour force available	____	____	____	____	____	____ 17
k) Unions	____	____	____	____	____	____ 18
l) Laws, regulations	____	____	____	____	____	____ 19
m) Provincial government	____	____	____	____	____	____ 20
n) Federal government	____	____	____	____	____	____ 21
o) Others (please specify)						
______________________	____	____	____	____	____	____ 22
______________________	____	____	____	____	____	____ 23

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*This study is funded by the Social Sciences and Humanities Research Council of Canada.

3. The information I have about each of the environmental factors listed below is adequate for decision-making. (PLEASE CHECK ALL FACTORS)

FACTORS	ALWAYS ADEQUATE	FREQUENTLY ADEQUATE	SOMETIMES ADEQUATE	RARELY ADEQUATE	NEVER ADEQUATE	
a) Political nature of the university						24
b) Size of the user population						25
c) Composition of the population served						26
d) User distribution across campus						27
e) Library networks and systems						28
f) Financial resources						29
g) Competitors, e.g., media, educational institutions, other libraries, bookstores						30
h) Other information providers on campus, e.g., computer/data centre, media centre, campus bookstores						31
i) Publishers, book agents						32
j) Labour force available						33
k) Unions						34
l) Laws, regulations						35
m) Provincial government						36
n) Federal government						37
o) Others (please specify)						
						38
						39

4. How easy is it to obtain the necessary information about each of the environmental factors for decision-making? (PLEASE CHECK ALL FACTORS)

FACTORS	ALWAYS EASY	OFTEN EASY	SOMETIMES EASY	SELDOM EASY	NEVER EASY	
a) Political nature of the university						40
b) Size of the user population						41
c) Composition of the population served						42
d) User distribution across campus						43
e) Library networks and systems						44
f) Financial resources						45
g) Competitors, e.g., media, educational institutions, other libraries, bookstores						46
h) Other information providers on campus, e.g., computer/data centre, media centre, campus bookstores						47
i) Publishers, book agents						48
j) Labour force available						49
k) Unions						50
l) Laws, regulations						51
m) Provincial government						52
n) Federal government						53
o) Others (please specify)						
						54
						55

5. I am able to predict changes in each of the environmental factors listed below. (PLEASE CHECK ALL FACTORS)

FACTORS	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER	
a) Political nature of the university	___	___	___	___	___	___ 56
b) Size of the user population	___	___	___	___	___	___ 57
c) Composition of the population served	___	___	___	___	___	___ 58
d) User distribution across campus	___	___	___	___	___	___ 59
e) Library networks and systems	___	___	___	___	___	___ 60
f) Financial resources	___	___	___	___	___	___ 61
g) Competitors, e.g., media, educational institutions, other libraries, bookstores	___	___	___	___	___	___ 62
h) Other information providers on campus, e.g., computer/data centre, media centre, campus bookstores	___	___	___	___	___	___ 63
i) Publishers, book agents	___	___	___	___	___	___ 64
j) Labour force available	___	___	___	___	___	___ 65
k) Unions	___	___	___	___	___	___ 66
l) Laws, regulations	___	___	___	___	___	___ 67
m) Provincial government	___	___	___	___	___	___ 68
n) Federal government	___	___	___	___	___	___ 69
o) Others (please specify)						
___________________________	___	___	___	___	___	___ 70
___________________________	___	___	___	___	___	___ 71

6. How frequently do you participate in the following decisions? (PLEASE CHECK ALL FACTORS USING THE PAST YEAR AS THE BASIS FOR YOUR ANSWERS) 1 72

DECISIONS	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER	
a) To hire full-time professional staff?	___	___	___	___	___	___ 3
b) To hire technical and clerical staff?	___	___	___	___	___	___ 4
c) To hire other staff?	___	___	___	___	___	___ 5
d) To promote any professional staff?	___	___	___	___	___	___ 6
e) To make changes in the library budget?	___	___	___	___	___	___ 7
f) To allocate work among available personnel?	___	___	___	___	___	___ 8
g) To adopt new policies?	___	___	___	___	___	___ 9
h) To adopt new programmes?	___	___	___	___	___	___ 10
i) To assign work to your immediate subordinates?	___	___	___	___	___	___ 11
j) To determine training programmes and methods in the library?	___	___	___	___	___	___ 12
k) To create new units?	___	___	___	___	___	___ 13
l) To create subunits?	___	___	___	___	___	___ 14
m) To review work performance of library staff?	___	___	___	___	___	___ 15
n) To determine methods of work to be used in the library?	___	___	___	___	___	___ 16

7. Can the staff who report to you make the following final decisions, i.e. act without your explicit approval?

DECISIONS	YES [1]	NO [2]	
a) To hire full-time professional staff?	____	____	____ 17
b) To hire technical and clerical staff?	____	____	____ 18
c) To hire other staff?	____	____	____ 19
d) To promote any professional staff?	____	____	____ 20
e) To make changes in the library budget?	____	____	____ 21
f) To allocate work among available personnel?	____	____	____ 22
g) To adopt new policies?	____	____	____ 23
h) To adopt new programmes?	____	____	____ 24
i) To assign work to their immediate subordinates?	____	____	____ 25
j) To determine training programmes and methods in the library?	____	____	____ 26
k) To create new units?	____	____	____ 27
l) To create subunits?	____	____	____ 28
m) To review work performance of library staff?	____	____	____ 29
n) To determine methods of work to be used in the library?	____	____	____ 30

8. Does your library have:	YES [1]	NO [2]	
a) A document stating broad policy guidelines?	____	____	____ 31
i) Does each employee have a copy?	____	____	____ 32
ii) Does each unit have a copy?	____	____	____ 33
b) A procedures manual?	____	____	____ 34
i) Does each employee have a copy?	____	____	____ 35
ii) Does each unit have a copy?	____	____	____ 36
c) Written job descriptions?	____	____	____ 37
i) Does each employee have a copy?	____	____	____ 38
ii) Does each unit have a copy?	____	____	____ 39

9. The following statements deal with the structural characteristics of the organization. (PLEASE CHECK EACH ITEM USING THE LAST YEAR AS THE BASIS FOR YOUR ANSWERS)

ITEMS	DEFINITELY TRUE	MORE TRUE THAN FALSE	MORE FALSE THAN TRUE	DEFINITELY FALSE	
a) I feel that I can make my own decisions in most matters regarding the details of my position without recourse to authority beyond the library.	____	____	____	____	____ 40
b) There can be little action taken here until a supervisor approves a decision.	____	____	____	____	____ 41
c) The manner in which the work is done is left pretty much up to the person doing the work.	____	____	____	____	____ 42
d) A person who wants to make his or her own decisions would be quickly discouraged here.	____	____	____	____	____ 43
e) Even small matters have to be referred to someone higher for a final answer.	____	____	____	____	____ 44
f) Staff here are allowed to do almost as they please.	____	____	____	____	____ 45
g) The staff are constantly being checked that they are following rules and directives.	____	____	____	____	____ 46
h) Most of the staff here make their own rules for defining their jobs.	____	____	____	____	____ 47

9. Cont...

ITEMS	DEFINITELY TRUE	MORE TRUE THAN FALSE	MORE FALSE THAN TRUE	DEFINITELY FALSE	
i) Staff here feel as though they are constantly being watched to see that they obey all rules.	____	____	____	____	____ 48
j) There is a complete written job description for my job.	____	____	____	____	____ 49
k) Whatever situation arises, I have procedures to follow in dealing with it.	____	____	____	____	____ 50
l) Everyone has a specific job to do.	____	____	____	____	____ 51
m) Going through the proper channels is constantly stressed.	____	____	____	____	____ 52
n) The organization keeps a written record of everyone's job performance.	____	____	____	____	____ 53
o) We are to follow strict operating procedures at all times.	____	____	____	____	____ 54
p) Whenever we have a problem we are supposed to go to the same person for an answer.	____	____	____	____	____ 55

10. Overall, how would you characterize your library system? (CHECK ONE)

[1] HIGHLY CENTRALIZED ____ [2] CENTRALIZED ____ ____ 56

[3] DECENTRALIZED ____ [4] HIGHLY DECENTRALIZED ____

11. In your view, to what extent do the opinions of professionals count in making decisions in your library?

[1] COMPLETELY ____ [2] EXTENSIVELY ____ [3] SOMEWHAT ____ ____ 57

[4] A LITTLE ____ [5] NOT AT ALL ____

12. Please respond to the following statements. (CHECK ALL ITEMS)

ITEMS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	DISAGREE STRONGLY	
a) Involvement of staff in decision-making brings staff satisfaction.	____	____	____	____	____	____ 58
b) Staff participation in the decision-making process improves staff performance.	____	____	____	____	____	____ 59
c) Involvement of staff in planning and implementing changes in the library will expedite implementation of such changes.	____	____	____	____	____	____ 60
d) The importance of staff participation has been exaggerated.	____	____	____	____	____	____ 61

13. Does your library have any standing committees? 2 72

YES [1] ____ NO [2] ____ If NO, please go to Question 14. ____ 3

If YES, list those which have the authority to make final decisions.

COMMITTEE

______________________________ ____ 4

______________________________ ____ 5

______________________________ ____ 6

______________________________ ____ 7

______________________________ ____ 8

14. Does your library have any ad hoc committees?

YES [1] ____ NO [2] ____ If NO, please go to Question 15. ____ 9

If YES, list those which have the authority to make final decisions.

COMMITTEE

______________________________ ____ 10

______________________________ ____ 11

______________________________ ____ 12

______________________________ ____ 13

______________________________ ____ 14

15. Please list the functions in your library that are automated.

FUNCTION

____ 15

____ 16

____ 17

____ 18

____ 19

16. How many full-time equivalent professional librarians, library technicians and clerks are there in the library at present? (USE THE CATEGORIES AS THEY ARE DEFINED BY YOUR LIBRARY)

STAFF	NUMBER		
Professional Librarians	____	____	____ 20/21
Library Technicians	____	____	____ 22/23
Clerks	____	____	____ 24/25
Others (please specify)			
____	____	____	____ 26/27
____	____	____	____ 28/29

17. Please indicate what categories of your library's staff are unionized.

STAFF	UNIONIZED YES [1]	UNIONIZED NO [2]	
Professional Librarians	____	____	____ 30
Library Technicians	____	____	____ 31
Clerks	____	____	____ 32
Others (please specify)			
____	____	____	____ 33
____	____	____	____ 34

18. With which library systems or networks is your library affiliated?

SYSTEM/NETWORK

____ 35

____ 36

____ 37

____ 38

____ 39

19. Does your library have a written statement of its goals and objectives?

YES [1] ____ NO [2] ____ ____ 40

20. Please list the library associations to which the library belongs as an institutional member.

ASSOCIATIONS

____ 41

____ 42

____ 43

____ 44

____ 45

21. In the last ten years, has your library carried out any of the following?

	YES [1]	NO [2]	
a) Needs assessments?	____	____	____ 46
b) User studies?	____	____	____ 47
c) Other studies? (Please specify)			
____	____	____	____ 48
____	____	____	____ 49

22. Does your library have a planning process? YES [1] ____ NO [2] ____ ____ 50

23. Since financial restraint began in your library, how many of the following positions were terminated for fiscal reasons? If no terminations occurred, please go to Question 24.

POSITIONS	NUMBER			
a) Administrative positions held by librarians	____	____	____	51/52
b) Non-administrative positions held by librarians	____	____	____	53/54
c) Administrative positions held by professionals other than librarians	____	____	____	55/56
d) Non-administrative positions held by professionals other than librarians	____	____	____	57/58
e) Positions held by non-professional staff	____	____	____	59/60

24. Since financial restraint began in your library, how many of the following positions were added? If no new positions were created, please go to Question 25.

POSITIONS	NUMBER			
a) Administrative positions held by librarians	____	____	____	61/62
b) Non-administrative positions held by librarians	____	____	____	63/64
c) Administrative positions held by professionals other than librarians	____	____	____	65/66
d) Non-administrative positions held by professionals other than librarians	____	____	____	67/68
e) Positions held by non-professional staff	____	____	____	69/70

25. As far as I can see, financial restraint in my library is: (CHECK ONE)

[1] A temporary phenomenon ____ ____ 71

[2] A trend likely to continue for the foreseeable future ____

3 72

26. Please respond to each of the following statements by checking the column which best represents your own view. (CHECK ALL ITEMS)

ITEMS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE		
a) At the end of most working days, I feel I have accomplished something worthwhile.	____	____	____	____	____	____	3
b) My efforts on the job are generally recognized by my superior.	____	____	____	____	____	____	4
c) My job will lead to an even better one in the future.	____	____	____	____	____	____	5
d) My work challenges me to do my best.	____	____	____	____	____	____	6
e) My job offers me opportunities for personal growth.	____	____	____	____	____	____	7
f) My job lets me assume as much responsibility as I want.	____	____	____	____	____	____	8

27. Please respond to each of the following statements by checking the column which best represents your own view. (CHECK ALL ITEMS)

ITEMS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE		
a) In a period of financial restraint, the chief librarian should be viewed as a strong leader.	____	____	____	____	____	____	9
b) In a period of financial restraint, the chief librarian should be an innovator.	____	____	____	____	____	____	10
c) When threatened with financial restraint, the chief librarian should defend the budget that permits service equal to that of the recent past.	____	____	____	____	____	____	11
d) If forced to accept diminishing resources, the chief librarian should implement only across-the-board cuts.	____	____	____	____	____	____	12
e) In a period of financial restraint, the chief librarian should pare overhead drastically.	____	____	____	____	____	____	13
f) In a period of financial restraint, the chief librarian should make every effort to hold down labour costs.	____	____	____	____	____	____	14
g) In a period of financial restraint, the chief librarian should appeal to the university authorities for assistance in implementing cutbacks.	____	____	____	____	____	____	15
h) In a period of financial restraint, the chief librarian should redirect the library into a narrower scope of activity.	____	____	____	____	____	____	16

27. Cont..

ITEMS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	
i) In a period of financial restraint, the chief librarian should appeal to the strongest units of the library for support in implementing cutbacks.	____	____	____	____	____	____ 17
j) In implementing cutbacks, it is far more important for the chief librarian to meet with the approval of the university administration than to meet with the approval of any other constituency.	____	____	____	____	____	____ 18
k) In implementing cutbacks, it is far more important for the chief librarian to meet with the approval of the Board of Governors than to meet with the approval of any other body.	____	____	____	____	____	____ 19
l) It is the duty of every professional librarian to resist cutbacks in library services.	____	____	____	____	____	____ 20
m) When cutbacks in library services become inevitable, they should be made where they will hurt the professional aspects of service least.	____	____	____	____	____	____ 21
n) Cutbacks should be made in administrative staff rather than in service activities of the library.	____	____	____	____	____	____ 22
o) The chief librarian should have the final say in what units will receive the biggest cuts.	____	____	____	____	____	____ 23
p) A unit receiving cutbacks should be able to appeal to a group rather than just to the chief librarian.	____	____	____	____	____	____ 24
q) There ought to be in the library a body independent of the chief librarian to which a unit or individual could turn when a conflict between administrative and professional matters arises.	____	____	____	____	____	____ 25
r) There is nothing that a librarian can do when management imposes financial restraint.	____	____	____	____	____	____ 26
s) A union is the professional librarian's best defence against financial restraint in the library.	____	____	____	____	____	____ 27

28. Check the services which are subject to user fees in your library.

SERVICE		
a) Interlibrary loan	____	____ 28
b) Use of microcomputers	____	____ 29
c) Photocopying	____	____ 30
d) Use of typewriters	____	____ 31
e) Online searching	____	____ 32
f) Audio-visual materials	____	____ 33
g) Other (please specify)		
____________	____	____ 34
____________	____	____ 35

PART 2: YOUR BACKGROUND

29. When were you born? (CHECK ONE) ____ 36

Prior to 1920	____
1920 - 1929	____
1930 - 1939	____
1940 - 1949	____
1950 - 1959	____
1960 or later	____

30. Sex: Female [1] ____ Male [2] ____ ____ 37

31. How many years have you worked in your present position? YEARS ____ ____ ____ 38/39

32. Was the position you held prior to the present one primarily administrative? ____ 40

YES [1] ____ NO [2] ____

33. Where was that prior position? (CHECK ONE ONLY) ____ 41

[1] In the library system in which you are working at present? ____

[2] In a different library or library system? ____

[3] In an organization other than a library? ____

34. How many years have you worked — YEARS

a) in this library system? ____ ____ ____ 42/43

b) as a professional librarian? ____ ____ ____ 44/45

35. What is your highest degree earned in library science? ____ 46

____ none [1] ____ BLS [2] ____ MLS [3] ____ DLS or PhD in Library Science [4]

____ other (please specify) [5] ________________

36. What is your highest degree earned in an academic field other than library science? ____ 47

____ none [1] ____ BA, BS, undergraduate degree [2] ____ MA, MSc or equivalent [3]

____ doctorate [4] ____ other (please specify) [5] ________________

PLEASE ANSWER QUESTIONS 37-40 IN THE SPACE PROVIDED BELOW.

37. To what professional association(s) do you belong?

38. How many of the last five annual meetings of these professional associations have you attended?

39. Since January 1980, have you presented a paper at a meeting of any of these professional associations?

40. Since January 1980, have you held an elective office in one or more of these professional associations?

NAME OF ASSOCIATION(S) (Question 37)		ANNUAL MEETING(S) (Question 38)		PAPER(S) PRESENTED (Question 39)		ELECTED OFFICE(S) HELD (Question 40)	
________	48	________	49	________	50	________	51
________	52	________	53	________	54	________	55
________	56	________	57	________	58	________	59
________	60	________	61	________	62	________	63
________	64	________	65	________	66	________	67

If you belong to more than five professional associations, check here ____ and continue on the last page of the questionnaire. 72

41. Do you have career goals that you wish to achieve in the future? ____ 3

YES [1] ____ NO [2] ____ If NO, please go to Question 42.

If YES, have financial restraints in your library affected those career goals? ____ 4

YES [1] ____ NO [2] ____

42. What do you see yourself doing in two years' time? ____ ____ 5/6

____

____

____

____

____

____

____

____

____

____

____

____

43. What do you see yourself doing in five years' time?

____ ____ 7/8

44. Additional comments: [1 Some 2 None]

____ 9

5 72

May 85

THANK YOU VERY MUCH FOR YOUR COOPERATION.

Please return the completed questionnaire to:

Profs. Ethel Auster and Laurent-G. Denis
Faculty of Library and Information Science
University of Toronto
140 St. George Street
Toronto, Ontario
M5S 1A1

Additional page

UNIVERSITY OF TORONTO

FACULTY OF LIBRARY AND INFORMATION SCIENCE

LA GESTION DES BIBLIOTHÈQUES UNIVERSITAIRES CANADIENNES À L'HEURE DES RESTRICTIONS FINANCIÈRES*

QUESTIONNAIRE À L'INTENTION DES DIRECTEURS DE BIBLIOTHÈQUE

Le présent questionnaire vise à décrire la gestion adoptée par les bibliothèques universitaires canadiennes face aux restrictions financières. Nous nous intéressons plus spécialement à la structure de l'organisation et à l'influence que les directeurs des bibliothèques exercent sur la gestion de ces entreprises en période de crise financière. Il vous faudra environ une heure pour remplir ce questionnaire.

N.B. Les chiffres qui apparaissent entre crochets [ ] servent au codage des données. Veuillez ne pas en tenir compte dans vos réponses.

Nom de la bibliothèque: ______________________________ ___ ___ 1/2

1^re^ PARTIE: LA BIBLIOTHÈQUE

1. Prière de donner ci-après le titre des personnes qui, selon vous, exercent le plus d'influence sur le fonctionnement de la bibliothèque. Vous n'avez pas à vous limiter aux cadres supérieurs ou à l'équipe de direction.

TITRES

______________________________ ___ 3

______________________________ ___ 4

______________________________ ___ 5

______________________________ ___ 6

______________________________ ___ 7

Si l'espace est insuffisant, veuillez cocher ici _____ et continuer sur la dernière page du questionnaire.

2. Indiquez l'impact de chacun des facteurs ambiants suivants sur votre bibliothèque. (COCHEZ TOUS LES FACTEURS.)

FACTEURS	AUCUN IMPACT	PEU D'IMPACT	UN CERTAIN IMPACT	IMPACT CONSIDÉRABLE	IMPACT ÉNORME	
a) Nature politique de l'université	___	___	___	___	___	___ 8
b) Nombre des usagers	___	___	___	___	___	___ 9
c) Composition de la population desservie	___	___	___	___	___	___ 10
d) Répartition des usagers sur le campus	___	___	___	___	___	___ 11
e) Réseaux et systèmes de bibliothèque	___	___	___	___	___	___ 12
f) Ressources financières	___	___	___	___	___	___ 13
g) Concurrence, p. ex., médias, autres établissements d'enseignement, autres bibliothèques, librairies	___	___	___	___	___	___ 14
h) Autres fournisseurs d'information sur le campus, p. ex., centre informatique/de données, médiathèque, librairie universitaire	___	___	___	___	___	___ 15
i) Éditeurs, représentants des maisons d'édition	___	___	___	___	___	___ 16
j) Main-d'oeuvre disponible	___	___	___	___	___	___ 17
k) Syndicats	___	___	___	___	___	___ 18
l) Lois, règlements	___	___	___	___	___	___ 19
m) Gouvernement provincial	___	___	___	___	___	___ 20
n) Gouvernement fédéral	___	___	___	___	___	___ 21
o) Autres facteurs (s.v.p. précisez.)						
______________________	___	___	___	___	___	___ 22
______________________	___	___	___	___	___	___ 23

---

* Cette étude est subventionnée par le Conseil de recherches en sciences humaines du Canada.

3. Ce que je connais de chacun des facteurs ambiants suivants me suffit pour prendre des décisions. (COCHEZ TOUS LES FACTEURS.)

FACTEURS	TOUJOURS SUFFISANT	SOUVENT SUFFISANT	PARFOIS SUFFISANT	RAREMENT SUFFISANT	JAMAIS SUFFISANT	
a) Nature politique de l'université	___	___	___	___	___	___ 24
b) Nombre des usagers	___	___	___	___	___	___ 25
c) Composition de la population desservie	___	___	___	___	___	___ 26
d) Répartition des usagers sur le campus	___	___	___	___	___	___ 27
e) Réseaux et systèmes de bibliothèque	___	___	___	___	___	___ 28
f) Ressources financières	___	___	___	___	___	___ 29
g) Concurrence, p. ex., médias, autres établissements d'enseignement, autres bibliothèques, librairies	___	___	___	___	___	___ 30
h) Autres fournisseurs d'information sur le campus, p. ex., centre informatique/de données, médiathèque, librairie universitaire	___	___	___	___	___	___ 31
i) Éditeurs, représentants des maisons d'édition	___	___	___	___	___	___ 32
j) Main-d'oeuvre disponible	___	___	___	___	___	___ 33
k) Syndicats	___	___	___	___	___	___ 34
l) Lois, règlements	___	___	___	___	___	___ 35
m) Gouvernement provincial	___	___	___	___	___	___ 36
n) Gouvernement fédéral	___	___	___	___	___	___ 37
o) Autres facteurs (s.v.p. précisez.)						
______________________	___	___	___	___	___	___ 38
______________________	___	___	___	___	___	___ 39

4. Lorsque vous prenez des décisions, vous est-il facile de trouver des renseignements utiles sur chacun des facteurs ambiants suivants? (COCHEZ TOUS LES FACTEURS.)

FACTEURS	TOUJOURS FACILE	SOUVENT FACILE	PARFOIS FACILE	RAREMENT FACILE	JAMAIS FACILE	
a) Nature politique de l'université	___	___	___	___	___	___ 40
b) Nombre des usagers	___	___	___	___	___	___ 41
c) Composition de la population desservie	___	___	___	___	___	___ 42
d) Répartition des usagers sur le campus	___	___	___	___	___	___ 43
e) Réseaux et systèmes de bibliothèque	___	___	___	___	___	___ 44
f) Ressources financières	___	___	___	___	___	___ 45
g) Concurrence, p. ex., médias, autres établissements d'enseignement, autres bibliothèques, librairies	___	___	___	___	___	___ 46
h) Autres fournisseurs d'information sur le campus, p. ex., centre informatique/de données, médiathèque, librairie universitaire	___	___	___	___	___	___ 47
i) Éditeurs, représentants des maisons d'édition	___	___	___	___	___	___ 48
j) Main-d'oeuvre disponible	___	___	___	___	___	___ 49
k) Syndicats	___	___	___	___	___	___ 50
l) Lois, règlements	___	___	___	___	___	___ 51
m) Gouvernement provincial	___	___	___	___	___	___ 52
n) Gouvernement fédéral	___	___	___	___	___	___ 53
o) Autres facteurs (s.v.p. précisez.)						
______________________	___	___	___	___	___	___ 54
______________________	___	___	___	___	___	___ 55

5. J'arrive à prédire comment chacun des facteurs ambiants suivants changent. (COCHEZ TOUS LES FACTEURS.)

FACTEURS	TOUJOURS	SOUVENT	PARFOIS	RAREMENT	JAMAIS	
a) Nature politique de l'université	___	___	___	___	___	___ 56
b) Nombre des usagers	___	___	___	___	___	___ 57
c) Composition de la population desservie	___	___	___	___	___	___ 58
d) Répartition des usagers sur le campus	___	___	___	___	___	___ 59
e) Réseaux et systèmes de bibliothèque	___	___	___	___	___	___ 60
f) Ressources financières	___	___	___	___	___	___ 61
g) Concurrence, p. ex., médias, autres établissements d'enseignement, autres bibliothèques, librairies	___	___	___	___	___	___ 62
h) Autres fournisseurs d'information sur le campus, p. ex., centre informatique/de données, médiathèque, librairie universitaire	___	___	___	___	___	___ 63
i) Éditeurs, représentants des maisons d'édition	___	___	___	___	___	___ 64
j) Main-d'oeuvre disponible	___	___	___	___	___	___ 65
k) Syndicats	___	___	___	___	___	___ 66
l) Lois, règlements	___	___	___	___	___	___ 67
m) Gouvernement provincial	___	___	___	___	___	___ 68
n) Gouvernement fédéral	___	___	___	___	___	___ 69
o) Autres facteurs (s.v.p. précisez.)						
______________________	___	___	___	___	___	___ 70
______________________	___	___	___	___	___	___ 71
						1 72

6. Indiquez la fréquence de votre participation à la prise de décisions dans les cas suivants. (VEUILLEZ COCHER TOUTES LES DÉCISIONS EN FONDANT VOS RÉPONSES SUR L'EXPÉRIENCE DES DOUZE DERNIERS MOIS.)

DÉCISIONS	TOUJOURS	SOUVENT	PARFOIS	RAREMENT	JAMAIS	
a) Engagement du personnel professionnel à temps plein	___	___	___	___	___	___ 3
b) Engagement du personnel technique et de soutien	___	___	___	___	___	___ 4
c) Engagement d'autres employés	___	___	___	___	___	___ 5
d) Promotion du personnel professionnel	___	___	___	___	___	___ 6
e) Modifications au budget de la bibliothèque	___	___	___	___	___	___ 7
f) Attribution des tâches parmi le personnel disponible	___	___	___	___	___	___ 8
g) Adoption des nouvelles politiques	___	___	___	___	___	___ 9
h) Adoption de nouveaux programmes	___	___	___	___	___	___ 10
i) Attribution des tâches à vos subordonnés immédiats	___	___	___	___	___	___ 11
j) Établissement des méthodes et des programmes d'entraînement au travail de la bibliothèque	___	___	___	___	___	___ 12
k) Création de nouvelles unités administratives	___	___	___	___	___	___ 13
l) Création de nouvelles sous-unités administratives	___	___	___	___	___	___ 14
m) Appréciation du personnel de la bibliothèque	___	___	___	___	___	___ 15
n) Établissement des méthodes de travail à suivre dans la bibliothèque	___	___	___	___	___	___ 16

7. Le personnel qui dépend de vous peut-il prendre la décision définitive dans les cas suivants, c'est-à-dire agir sans votre autorisation expresse?

	OUI [1]	NON [2]	
a) Engagement du personnel professionnel à temps plein	___	___	___ 17
b) Engagement du personnel technique et de soutien	___	___	___ 18
c) Engagement d'autres employés	___	___	___ 19
d) Promotion du personnel professionnel	___	___	___ 20
e) Modifications au budget de la bibliothèque	___	___	___ 21
f) Attribution des tâches parmi le personnel disponible	___	___	___ 22
g) Adoption des nouvelles politiques	___	___	___ 23
h) Adoption de nouveaux programmes	___	___	___ 24
i) Attribution des tâches à leurs subordonnés immédiats	___	___	___ 25
j) Établissement des méthodes et des programmes d'entraînement au travail de la bibliothèque	___	___	___ 26
k) Création de nouvelles unités administratives	___	___	___ 27
l) Création de nouvelles sous-unités administratives	___	___	___ 28
m) Appréciation du personnel de la bibliothèque	___	___	___ 29
n) Établissement des méthodes de travail à suivre dans la bibliothèque	___	___	___ 30

8. Votre bibliothèque possède-t-elle:

	OUI [1]	NON [2]	
a) Une politique et des règlements généraux écrits?	___	___	___ 31
(i) Chaque employé en a-t-il un exemplaire?	___	___	___ 32
(ii) Chaque unité administrative en a-t-elle un exemplaire?	___	___	___ 33
b) Un manuel de procédures?	___	___	___ 34
(i) Chaque employé en a-t-il un exemplaire?	___	___	___ 35
(ii) Chaque unité administrative en a-t-elle un exemplaire?	___	___	___ 36
c) Des descriptions d'emploi écrites?	___	___	___ 37
(i) Chaque employé en a-t-il un exemplaire?	___	___	___ 38
(ii) Chaque unité administrative en a-t-elle un exemplaire?	___	___	___ 39

9. Les énoncés suivants ont trait à la structure de votre organisation. (VEUILLEZ COCHER CHAQUE ÉNONCÉ EN FONDANT VOS RÉACTIONS SUR L'EXPÉRIENCE DES DOUZE DERNIERS MOIS.)

ÉNONCÉS	ABSOLUMENT VRAI	PLUS VRAI QUE FAUX	PLUS FAUX QUE VRAI	ABSOLUMENT FAUX	
a) En général, je peux prendre toute décision qui affecte mon poste sans devoir recourir aux autorités de qui dépend la bibliothèque.	___	___	___	___	___ 40
b) Le personnel n'est guère libre d'agir tant qu'un superviseur n'a pas approuvé une décision.	___	___	___	___	___ 41
c) Une personne chargée d'un travail a presque l'entière liberté de l'effectuer à sa guise.	___	___	___	___	___ 42
d) Quiconque voudrait prendre ses propres décisions serait vite découragé ici.	___	___	___	___	___ 43
e) Même les questions de peu d'importance doivent être soumises à l'autorité pour être tranchées.	___	___	___	___	___ 44
f) À toute fin pratique, le personnel peut agir à sa guise ici.	___	___	___	___	___ 45
g) Les superviseurs exercent une surveillance constante sur les employés pour assurer l'observance des règles et directives.	___	___	___	___	___ 46
h) La majorité des employés ici définissent leurs fonctions selon leurs propres critères.	___	___	___	___	___ 47
i) Les employés ont l'impression qu'on les surveille constamment pour s'assurer qu'ils respectent toutes les règles et directives.	___	___	___	___	___ 48
j) Il existe pour mon poste une description écrite complète.	___	___	___	___	___ 49

ÉNONCÉS	ABSOLUMENT VRAI	PLUS VRAI QUE FAUX	PLUS FAUX QUE VRAI	ABSOLUMENT FAUX	
k) Quoi qu'il arrive, j'ai une marche à suivre pour faire face à la situation.	___	___	___	___	___ 50
l) Chaque employé a un travail précis à accomplir.	___	___	___	___	___ 51
m) On insiste toujours sur l'importance de passer par les échelons administratifs.	___	___	___	___	___ 52
n) L'établissement conserve une appréciation écrite du rendement de chaque employé.	___	___	___	___	___ 53
o) Nous devons à tout moment suivre des méthodes de fonctionnement strictes.	___	___	___	___	___ 54
p) Lorsque nous avons un problème, nous devons toujours nous adresser à la même personne pour le résoudre.	___	___	___	___	___ 55

10. D'après vous, comment pourrait-on caractériser de manière globale l'administration des bibliothèques de votre université? (COCHEZ UNE SEULE RÉPONSE.) ___ 56

[1] TRÈS CENTRALISÉE ___ [2] CENTRALISÉE ___

[3] DÉCENTRALISÉE ___ [4] TRÈS DÉCENTRALISÉE ___

11. À votre avis, dans quelle mesure tient-on compte de l'opinion du personnel professionnel quand on prend des décisions dans votre bibliothèque? (COCHEZ UNE SEULE RÉPONSE.) ___ 57

[1] ENTIÈREMENT ___ [2] DANS UNE GRANDE MESURE ___ [3] DANS UNE CERTAINE MESURE ___

[4] UN PEU ___ [5] PAS DU TOUT ___

12. Veuillez indiquer votre réaction aux énoncés suivants en cochant la colonne qui exprime le mieux votre opinion. (COCHEZ TOUS LES ÉNONCÉS.)

ÉNONCÉS	ENTIÈREMENT D'ACCORD	D'ACCORD	SANS OPINION	EN DÉSACCORD	ENTIÈREMENT EN DÉSACCORD	
a) Participer à la prise de décisions apporte satisfaction au personnel.	___	___	___	___	___	___ 58
b) Participer à la prise de décisions améliore le rendement du personnel.	___	___	___	___	___	___ 59
c) La participation du personnel à la planification et à la réalisation de changements dans la bibliothèque accélère l'accomplissement de ces changements.	___	___	___	___	___	___ 60
d) On a exagéré l'importance de la participation du personnel.	___	___	___	___	___	___ 61

2 72

13. Votre bibliothèque a-t-elle des comités permanents?

OUI [1] ___ NON [2] ___ Dans la négative, passez à la question 14. ___ 3

Dans l'affirmative, indiquez les comités autorisés à prendre des décisions définitives.

COMITÉS

___ 4

___ 5

___ 6

___ 7

___ 8

14. Votre bibliothèque a-t-elle des comités ad hoc?

OUI [1] NON [2] ___ Dans la négative, passez à la question 15. ___ 9

Dans l'affirmative, indiquez les comités autorisés à prendre des décisions définitives.

COMITÉS

___ 10

___ 11

___ 12

___ 13

___ 14

15. Indiquez les fonctions de votre bibliothèque qui sont automatisées.

FONCTIONS

______________________________ ___ 15

______________________________ ___ 16

______________________________ ___ 17

______________________________ ___ 18

______________________________ ___ 19

16. En vous basant sur des équivalents temps plein, combien de bibliothécaires professionnels, de bibliotechniciens et de commis travaillent présentement dans votre bibliothèque? (UTILISEZ LA DÉFINITION ÉTABLIE PAR VOTRE BIBLIOTHÈQUE POUR CES CATÉGORIES.)

EMPLOYÉS	NOMBRE	
Bibliothécaires professionnels	___	___ ___ 20/
Bibliotechniciens	___	___ ___ 22/
Commis	___	___ ___ 24/
Autres (S.V.P. précisez.)		
______________________________	___	___ ___ 26/
______________________________	___	___ ___ 28/

17. Indiquez les catégories d'employés syndiqués.

EMPLOYÉS	SYNDIQUÉS		
	OUI [1]	NON [2]	
Bibliothécaires professionnels	___	___	___ 30
Bibliotechniciens	___	___	___ 31
Commis	___	___	___ 32
Autres (S.V.P. précisez.)			
______________________________	___	___	___ 33
______________________________	___	___	___ 34

18. De quels systèmes ou réseaux votre bibliothèque fait-elle partie?

SYSTÈME/RÉSEAU

______________________________ ___ 35

______________________________ ___ 36

______________________________ ___ 37

______________________________ ___ 38

______________________________ ___ 39

19. Existe-t-il pour votre bibliothèque un document qui fait état de ses objectifs?

OUI [1] ___ NON [2] ___ ___ 40

20. De quelles associations de bibliothèques/bibliothécaires votre bibliothèque est-elle membre collectif?

ASSOCIATIONS

______________________________ ___ 41

______________________________ ___ 42

______________________________ ___ 43

______________________________ ___ 44

______________________________ ___ 45

21. Au cours des dix dernières années, votre bibliothèque a-t-elle effectué:

	OUI [1]	NON [2]	
a) Une analyse des besoins?	___	___	___ 46
b) Une étude des usagers?	___	___	___ 47
c) D'autres études? (S.V.P. précisez.)			
______________________________	___	___	___ 48
______________________________	___	___	___ 49

22. Existe-t-il un processus de planification dans votre bibliothèque? OUI [1] ___ NON [2] ___ ___ 50

23. Indiquez pour chacune des catégories suivantes combien de postes ont cessé d'exister pour des raisons budgétaires depuis que votre bibliothèque subit des restrictions financières. Si aucune cessation n'a eu lieu, veuillez passer à la question 24.

POSTES	NOMBRE DE POSTES	
a) Postes administratifs occupés par des bibliothécaires	___	___ ___ 51/5
b) Postes non administratifs occupés par des bibliothécaires	___	___ ___ 53/5
c) Postes administratifs occupés par du personnel professionnel autre que des bibliothécaires	___	___ ___ 55/5
d) Postes non administratifs occupés par du personnel professionnel autre que des bibliothécaires	___	___ ___ 57/5
e) Postes occupés par du personnel non professionnel	___	___ ___ 59/6

24. Indiquez pour chacune des catégories suivantes combien de postes ont été créés depuis que votre bibliothèque subit des restrictions financières. Si aucun poste n'a été créé, veuillez passer à la question 25.

POSTES	NOMBRE DE POSTES	
a) Postes administratifs occupés par des bibliothécaires	___	___ ___ 61/6
b) Postes non administratifs occupés par des bibliothécaires	___	___ ___ 63/6
c) Postes administratifs occupés par du personnel professionnel autre que des bibliothécaires	___	___ ___ 65/6
d) Postes non administratifs occupés par du personnel professionnel autre que des bibliothécaires	___	___ ___ 67/6
e) Postes occupés par du personnel non professionnel	___	___ ___ 69/7

25. Pour autant que je puisse en juger, les restrictions financières de ma bibliothèque représentent: (COCHEZ UNE RÉPONSE.)

[1] Un phénomène temporaire ___ ___ 71

[2] Une tendance dont on ne peut pas prévoir la fin ___ 3 72

26. Veuillez indiquer votre réaction à chacun des énoncés suivants en cochant la colonne qui exprime le mieux votre opinion. (COCHEZ TOUS LES ÉNONCÉS.)

ÉNONCÉS	ENTIÈREMENT D'ACCORD	D'ACCORD	SANS OPINION	EN DÉSACCORD	ENTIÈREMENT EN DÉSACCORD	
a) Généralement à la fin de la journée, j'ai l'impression d'avoir accompli quelque chose d'utile.	___	___	___	___	___	___ 3
b) Généralement, mon supérieur reconnaît les efforts que je fais au travail.	___	___	___	___	___	___ 4
c) Mon poste actuel me permettra d'en obtenir un meilleur à l'avenir.	___	___	___	___	___	___ 5
d) Mon travail m'incite à faire de mon mieux.	___	___	___	___	___	___ 6
e) Mon emploi me fournit des occasions de développement personnel.	___	___	___	___	___	___ 7
f) Mon travail me permet d'assumer autant de responsabilités que je veux.	___	___	___	___	___	___ 8

27. Veuillez indiquer votre réaction à chacun des énoncés suivants en cochant la colonne qui exprime le mieux votre opinion. (COCHEZ TOUS LES ÉNONCÉS.)

ÉNONCÉS	ENTIÈREMENT D'ACCORD	D'ACCORD	SANS OPINION	EN DÉSACCORD	ENTIÈREMENT EN DÉSACCORD	
a) En période de restrictions financières, il importe que le (la) bibliothécaire en chef soit un(e) véritable leader.	___	___	___	___	___	___ 9
b) En période de restrictions financières, le (la) bibliothécaire en chef devrait être innovateur(-trice).	___	___	___	___	___	___ 10
c) Menacé(e) par les restrictions financières, le (la) bibliothécaire en chef devrait défendre le budget qui permet de maintenir le service au niveau des dernières années.	___	___	___	___	___	___ 11

27. Suite

ÉNONCÉS	ENTIÈREMENT D'ACCORD	D'ACCORD	SANS OPINION	EN DÉSACCORD	ENTIÈREMENT EN DÉSACCORD	
d) Face à l'obligation d'accepter une diminution des ressources, le (la) bibliothécaire en chef ne devrait effectuer que des coupures systématiques.	___	___	___	___	___	___ 12
e) En période de restrictions financières, le (la) bibliothécaire en chef devrait réduire de façon massive les frais généraux de la bibliothèque.	___	___	___	___	___	___ 13
f) En période de restrictions financières, le (la) bibliothécaire en chef devrait faire son possible pour économiser sur les coûts de la main-d'oeuvre.	___	___	___	___	___	___ 14
g) En période de restrictions financières, le (la) bibliothécaire en chef devrait demander aux autorités de l'université qu'on l'aide à implanter les restrictions.	___	___	___	___	___	___ 15
h) En période de restrictions financières, le (la) bibliothécaire en chef devrait restreindre le champ d'activités de la bibliothèque.	___	___	___	___	___	___ 16
i) En période de restrictions financières, le (la) bibliothécaire en chef devrait demander l'aide des unités les plus fortes de la bibliothèque dans l'implantation des réductions.	___	___	___	___	___	___ 17
j) Lors de l'application des coupures, il est bien plus important que le (la) bibliothécaire en chef obtienne l'approbation de la haute administration que celle de n'importe quel autre secteur de l'université.	___	___	___	___	___	___ 18
k) Lors de l'application des coupures, il est bien plus important que le (la) bibliothécaire en chef obtienne l'approbation du conseil d'administration que celle de n'importe quel autre organe.	___	___	___	___	___	___ 19
l) Il incombe à tout(e) bibliothécaire professionnel(le) de résister à toute tentative de réduire les services.	___	___	___	___	___	___ 20
m) Lorsqu'elle s'avère inévitable, la réduction des services devrait s'effectuer de manière à affecter le moins possible les aspects professionnels du service.	___	___	___	___	___	___ 21
n) Les réductions devraient se faire aux frais du personnel administratif plutôt qu'à ceux des services publics.	___	___	___	___	___	___ 22
o) C'est au (à la) bibliothécaire en chef de décider en définitive des unités qui doivent subir les coupures les plus importantes.	___	___	___	___	___	___ 23
p) Une unité subissant des coupures devrait avoir la possibilité d'en appeler à un groupe plutôt qu'au (à la) bibliothécaire en chef.	___	___	___	___	___	___ 24
q) Il devrait exister au sein de la bibliothèque un organe indépendant du (de la) bibliothécaire en chef à qui une unité ou un particulier puisse s'adresser lors d'un conflit entre les aspects administratifs et professionnels du travail.	___	___	___	___	___	___ 25
r) Un(e) bibliothécaire est sans recours lorsque la direction impose des restrictions financières.	___	___	___	___	___	___ 26

27. Suite

ÉNONCÉS	ENTIÈREMENT D'ACCORD	D'ACCORD	SANS OPINION	EN DÉSACCORD	ENTIÈREMENT EN DÉSACCORD	
s) Le syndicat constitue la meilleure défense des bibliothécaires professionnels contre les restrictions financières imposées aux bibliothèques.	___	___	___	___	___	___ 27

28. Cochez les services non gratuits de votre bibliothèque.

SERVICES		
a) Prêt entre bibliothèques	___	___ 28
b) Micro-ordinateurs	___	___ 29
c) Photocopie	___	___ 30
d) Machines à écrire	___	___ 31
e) Recherche documentaire en direct	___	___ 32
f) Documents audio-visuels	___	___ 33
g) Autres (s.v.p. précisez.)		
______________________	___	___ 34
______________________	___	___ 35

2e PARTIE: VOS ANTÉCÉDENTS

29. Quand êtes-vous né(e)?
Avant 1920 ___
1920 - 1929 ___
1930 - 1939 ___
1940 - 1949 ___
1950 - 1959 ___
1960 ou après ___
___ 36

30. Sexe: Féminin [1] ___ Masculin [2] ___ ___ 37

31. Depuis combien d'années occupez-vous votre poste actuel? NOMBRE D'ANNÉES ____ ___ ___ 38/3

32. Le poste que vous occupiez avant celui que vous avez à présent était-il surtout administratif?
OUI [1] ___ NON [2] ___ ___ 40

33. Où occupiez-vous ce poste? (COCHEZ UNE SEULE RÉPONSE.) ___ 41
[1] Dans la bibliothèque de la même université ___
[2] Dans une autre bibliothèque ___
[3] Ailleurs que dans une bibliothèque ___

34. Depuis combien d'années travaillez-vous NOMBRE D'ANNÉES
a) dans ce système de bibliothèque? ____ ___ ___ 42/4
b) en tant que bibliothécaire professionnel(le)? ____ ___ ___ 44/4

35. Quel est votre grade universitaire le plus élevé en bibliothéconomie?
___ aucun [1] ___ B.Bibl./BLS [2] ___ M.Bibl./MLS [3] ___ PhD/DLS en bibliothéconomie [4]
___ autre (veuillez préciser.) [5] ______________________ ___ 46

36. Quel est votre grade universitaire le plus élevé dans une discipline autre que la bibliothéconomie?
___ aucun [1] ___ B.A., B.Sc. ou autre premier grade [2] ___ M.A., M.Sc. ou l'équivalent [3]
___ doctorat [4] ___ autre (veuillez préciser.) [5] ______________________ ___ 47

VEUILLEZ RÉPONDRE AUX QUESTIONS 37-40 DANS LE TABLEAU CI-DESSOUS.

37. De quelle(s) association(s) professionnelle(s) êtes-vous membre?

38. À combien d'assemblées annuelles de ces associations professionnelles avez-vous assisté depuis janvier 1980?

39. Depuis janvier 1980, avez-vous présenté un mémoire à une réunion d'une de ces associations?

40. Depuis janvier 1980, avez-vous été élu(e) au bureau d'une ou plusieurs de ces associations?

Nom des associations (question 37)	Assemblée(s) annuelle(s) (question 38)	Mémoire(s) présenté(s) (question 39)	Fonction(s) (question 40)
____ 48	____ 49	____ 50	____ 51
____ 52	____ 53	____ 54	____ 55
____ 56	____ 57	____ 58	____ 59
____ 60	____ 61	____ 62	____ 63
____ 64	____ 65	____ 66	____ 67

Si vous êtes membre de plus de cinq associations professionnelles, veuillez cocher ici _____ et continuer sur la dernière page du questionnaire. 4 72 ---

41. Avez-vous des objectifs de carrière que vous aimeriez atteindre?

OUI [1] ___ NON [2] ___ Dans la négative, veuillez passer à la question 42. ___ 3

Si vous avez répondu OUI, les restrictions financières ont-elles eu un effet sur vos objectifs de carrière?

OUI [1] ___ NON [2] ___ ___ 4

42. Comment envisagez-vous votre avenir professionnel d'ici deux ans? ___ ___ 5/6

43. Comment envisagez-vous votre avenir professionnel d'ici cinq ans? ___ ___ 7/8

44. Commentaires additionnels: [1 Quelques-uns 2 Aucun] ___ 9

____

____

____

____

____

____

____

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____

____

____

____

5 72

NOUS VOUS REMERCIONS VIVEMENT DE VOTRE COLLABORATION.

Prière de retourner le questionnaire rempli aux:

Professeurs Ethel Auster et Laurent-G. Denis
Faculty of Library and Information Science
University of Toronto
140 St. George Street
Toronto, Ontario
M5S 1A1

Mai 85

Page supplêmentaire

UNIVERSITY OF TORONTO

FACULTY OF LIBRARY AND INFORMATION SCIENCE

MANAGEMENT OF RETRENCHMENT IN CANADIAN ACADEMIC LIBRARIES

LIBRARY DIRECTORS' INTERVIEW

Interviewer: ________________________________ Date: ______________

Library: ____

1. Looking back over the past few years, what would you say have been the most telling effects of financial restraints on the library?

Probes: services
finances
staff, numbers, morale
→ collections
decision-making
structure
leadership style
→ user satisfaction and response to cuts (see Question 3)
goals and objectives

1a. What has happened to productivity since the beginning of financial restraints?

1b. If the library has a written statement of its goals and objectives (Question 19), ask how the statement was arrived at.
N.B. Try to see if a link exist between the answer and Question 21 re needs studies, user studies or other studies conducted in the past 10 years.

1c. Often in a period of financial restraints one is forced to produce revenues, even in a not-for-profit organization. Has it been the case for you? Explain.

2. How did you cope with the situations that arose? What were your main considerations? (service, politics, union, staff, public)

2b. Some say that in a period of financial restraints management becomes more democratic. Has it been so here?

Did the organizational structure of the library change because of financial restraints?

3. How have your users reacted to the changes brought about by financial restraints?

4. What attempts, if any, have been made to join forces with other entities on campus? (See also Question 9.)

5. What impact have financial restraints had on you personally and on your position?

5a. (Question 41) How have financial restraints affected your career objectives?

6. How have your staff responded to financial restraints? (Be sure that job satisfaction is mentioned and discussed.)

7. What is the role of your library committee in the management of financial restraints in the library? (membership, responsibilities, other influential groups)

7a. How have financial restraints affected the way you manage the library?

7b. Financial restrictions have been a reality in your library since __________

During that period, how have you affected the cutbacks? (% to all units, priorities, etc.)

Have there been changes in the way you have implemented cutbacks over the years?

8. Are the staff unionized? If so, what role has the union played in retrenchment?

9. What sorts of influence have you been able to marshall to help you cope with financial restraints in the library? (faculty, administrators, outside help).

9a. Has the perception of the library on campus changed because of financial restraints?

10. Have you found MRAP or some other system useful in coping with cutbacks?

11. If you lost expertise in the library, what impact did this have?

11a. Question 23 deals with numbers and kinds of positions which have been cut. What have the consequences of these cuts been?

11b. Question 24 deals with establishment of new positions. Why were such positions created?

12. When a conflict arises between what a unit wants to do and the funds allocated to that unit, how is that conflict resolved?

13. What effect, if any, have financial restraints had on making the various units of your library more competitive. (Watch for budget).

14. What difficulties, if any, have financial restraints created in reconciling the goals and objectives of the various units of your library with the broader goals and objectives of the library itself?

15. How have financial restraints affected the control that you exercise over the personnel and the activities of the various units?

15a. Some people say that in a period of financial restraints, it is very difficult to implement change or to innovate. What has your experience been on this?

16. What would you say is the more appropriate leadership style in a period of financial restraints? (a reactive or pro-active stance)

17. What is your style of leadership?

18. Some people have argued that budgetary restraints enhance the creativity of the chief administrator while others claim that they turn the director into a bureaucrat. How do you feel about this?

18a. Have financial restraints imposed changes in the abilities of the middle manager to manage? In their management style or technique?

19. Some people say that financial restraints affect the enjoyment of working. Is it so ...

a) for you?
why?

b) for your immediate subordinates?
why?

c) for the library's professional staff?
why?

20. What would you say are the rewards for managing restraint successfully?

    Probes: - tangible rewards (salary increase, perks of any kind, etc.)
    - intangible rewards (e.g. recognition)

21. Which of these did you get?

22. What negative effects have financial restraints had on you?

    Probes: resentment, morale, illness

23. What effect do you think financial restraints will have on the pursuit of scholarly activities in the future?

24. What implications do you think continued financial restraints will have for academic research libraries in Canada?

25. What do you think will happen to this library in the next five years if the present situation continues?

26. Is there any positive fall-out from cutbacks? If so, what are they? (deadwood)

27. If you had a sudden unexpected windfall, what would you do with it?

28. If you could go back, what would you do differently? (active/reactive)

29. What advice would you give to a CEO facing financial restraints?

30. Is there anything else you would like to add?

This has been most useful. Thank you so much for helping us. Your responses will, of course, remain confidential. We will be pleased to send you a summary of the findings when the study is completed.

THE UNIVERSITY OF TORONTO
FACULTY OF LIBRARY AND INFORMATION SCIENCE

LA GESTION DES BIBLIOTHEQUES UNIVERSITAIRES CANADIENNES A L'HEURE DES RESTRICTIONS ~~BUDGETAIRES~~ FINANCIERES

INTERVIEW DES DIRECTEURS DE BIBLIOTHEQUES

Interviewer: ______________________ Date: ____________

Bibliothèque: ______________________ ______________________

1. Reportez-vous à quelques années en arrière. Selon vous, parmi les effets des restrictions budgétaires, quels sont ceux qui vous semblent avoir été les plus significatifs pour la bibliothèque?

A sonder:
- services
- finances
- personnel: nombre d'employés, moral
- → collections
- prise de décisions
- structure
- leadership
- [degré de satisfaction des usagers et leur réaction aux coupures budgétaires] voir Q. 3
- objectifs

1A. Qu'est-il advenu de la productivité depuis le commencement des restrictions financières?

1B. Si la bibliothèque a un document qui fait état de ses objectifs (Q. 19), demander comment on en est arrivé à formuler ces objectifs. N.B.- Q. 21 demande si la bibliothèque a effectué depuis 10 ans une analyse des besoins, une étude des usagers ou d'autres études. Tenter de faire le lien entre les deux.

1C. Il arrive souvent qu'en période de restrictions financières l'on soit obligé de produire des revenus même dans une institution à buts non-lucratifs. Cela a-t-il été le cas pour vous. Expliquer.

2. Comment avez-vous fait face aux situations découlant des restrictions budgétaires? Veuillez indiquer vos préoccupations principales. (service, questions politiques, syndicat, personnel, public)

2A. Certains disent qu'en période de restrictions financières la gestion d'une institution se démocratise sensiblement. Fût-ce le cas ici? La bibliothèque a-t-elle dû changer sa structure face aux restrictions financières?

3. Veuillez décrire la réaction des usagers de votre bibliothèque aux changements occasionnés par les restrictions budgétaires.

4. Veuillez indiquer toute tentative faite en vue de vous allier d'autres entités sur le campus.

See also Q. 9

5. Précisez s'il vous plaît l'impact des restrictions budgétaires sur vous personnellement ainsi que sur votre poste.

INSERT 5A

5A. (Q.41) Comment les restriction financières ont-elles affecté vos objectifs de carrière?

6. Décrivez s'il vous plaît la réaction du personnel de votre bibliothèque aux restrictions budgétaires. Assurer que la satisfaction au travail est mentionnée & discutée.

7. Quel rôle joue votre comité de bibliothèque dans l'application des restrictions budgétaires de la bibliothèque? (composition du comité, responsabilités, autres groupes influents)

INSERT 7A

7A. Les restrictions financières ont-elles affecté la manière dont vous administré la bibliothèque? Comment?

7B. Les restrictions financières sont une réalité dans votre bibliothèque depuis______ Pendant cette période, comment avez-vous implanté les coupures? % à tous. priorités, etc. Y a-t-il eu des changements au cours des années?

8. Les employés sont-ils syndiqués? Dans l'affirmative, veuillez décrire le rôle du syndicat vis-à-vis des restrictions budgétaires.
(VOIR Q. 17)

9. Avez-vous réussi à vous allier certains individus ou certains groupes influents face aux restrictions budgétaires? Lesquels? (professeurs, administrateurs, aide extérieure)

A. La perception qu'on a de la bibliothèque sur le campus a-t-elle changé à la lumière des restrictions financières?

10. Le système MRAP (Management Review and Analysis Program), ou un autre système de gestion, s'est-il avéré utile pour vous en période de restrictions budgétaires?

11. Si votre bibliothèque a subi la perte de certaines compétences spécialisées, quelles en ont été les conséquences?

11A. Q. 23: nombre et nature des postes qui ont cessé d'exister. Quelles en ont été les conséquences?

11B. Q. 24: nombre et nature des postes créés. Quelles ont été les raisons qui ont justifié ces nouveaux postes?

11C. Avez-vous des programmes, des services ou des activités que vous avez établis conjointement avec d'autres bibliothèques ou d'autres départements de l'Université?

12. Lors d'un conflit entre les objectifs d'une unité administrative et les fonds qui lui sont alloués, comment le conflit est-il résolu?

13. Les restrictions budgétaires ont-elles eu pour effet de rendre les diverses unités de votre bibliothèque plus compétitives? Expliquez s'il vous plaît. (Accorder une attention particulière aux commentaires sur le budget.)

14. Veuillez indiquer toute difficulté occasionnée par les restrictions budgétaires lorsqu'il s'agit de concilier les objectifs des diverses unités de votre bibliothèque avec les objectifs globaux de la bibliothèque.

15. Quelles ont été les conséquences des restrictions budgétaires par rapport au contrôle que vous exercez sur le personnel et par rapport aux activités des diverses unités de la bibliothèque?
INSERT 15A

15A. Certains disent qu'en période de restrictions financières il devient très difficile d'implanter tout changement ou d'innover. Quelle a été votre expérience à cet égard?

16. Selon vous, quel genre de leadership convient le mieux en période de restrictions financières, - un leadership caractérisé par la réaction ou par l'action?

17. Comment décririez-vous votre leadership à vous?

18. Les uns affirment que les restrictions budgétaires stimulent la créativité du directeur tandis que les autres prétendent qu'elles font de ce dernier un bureaucrate. Quelle est votre opinion sur cette question?

18A. Parmi les cadres les restrictions financières ont-elles créé dans changements dans les techniques de gestion et les qualités nécessaires aux gestionnaires?

19. Certaines personnes disent que les restrictions budgétaires nuisent au plaisir de travailler. Cela est-il le cas...

a) pour vous?
pourquoi?

b) pour vos subordonnés immédiats?
pourquoi?

c) pour le personnel professionnel de la bibliothèque?
pourquoi?

20. Selon vous, comment récompense-t-on celui ou celle qui réussit à bien administrer les restrictions budgétaires?

A sonder:
- récompenses matérielles (augmentation de salaire, bénéfices de n'importe quel genre, etc.)
- récompenses non matérielles (p. ex., considération)

21. Lesquelles de ces récompenses avez-vous obtenues vous-même?

22. Quelles répercussions négatives les restrictions financières ont-elles eues sur vous?

A sonder: ressentiment, moral, santé

23. Quel sera, à votre avis, l'effet des restrictions budgétaires sur la poursuite du savoir?

24. Dans le cas de restrictions budgétaires prolongées, quelles répercussions prévoyez-vous dans les bibliothèques universitaires canadiennes?

25. A votre avis, si la situation actuelle continue, qu'adviendra-t-il de cette bibliothèque durant les cinq prochaines années?

26. Les coupures budgétaires ont-elles eu des retombées positives? Lesquelles? *Bois mort dont v. avz pu v. débarrasser ?*

7. Si tout à coup il vous tombait du ciel une somme inattendue, qu'en feriez-vous?

28. S'il vous était possible de revivre la période des restrictions budgétaires depuis le début, que vous feriez-différemment? actif plutôt que réactif ?

29. Quels conseils donneriez-vous au directeur général qui doit faire face aux restrictions budgétaires?

30. Aimeriez-vous ajouter autre chose?

VOTRE AIDE NOUS A ETE TRES PRECIEUSE ET NOUS VOUS EN REMERCIONS. IL VA SANS DIRE QUE VOS REPONSES RESTERONT CONFIDENTIELLES. NOUS SERONS HEUREUX DE VOUS FAIRE PARVENIR UN RESUME DES RESULTATS DE CETTE ETUDE LORSQU'ELLE SERA TERMINEE.

APPENDIX B

Alphabetical List of the Canadian Association of Research Libraries' (CARL) Members Represented in the Study.

University of British Columbia
University of Calgary
Carleton University
Concordia University
Dalhousie University
University of Guelph
Universite Laval
University of Manitoba
McGill University
Memorial University of Newfoundland
Universite de Montreal
University of New Brunswick
University of Ottawa
Universite du Quebec a Montreal
Queen's University
University of Regina
Simon Fraser University
University of Toronto
University of Victoria
University of Waterloo
University of Western Ontario
University of Windsor

UNIVERSITY OF TORONTO
FACULTY OF LIBRARY AND INFORMATION SCIENCE

Management of Retrenchment in Canadian Academic Libraries

Descriptive Information for Library Staff

Professors Ethel Auster and Laurent-G. Denis have been awarded a grant by the Social Sciences and Humanities Research Council of Canada to conduct a study on the management of retrenchment in Canadian academic libraries. The study will involve a survey of the professional staffs of academic libraries throughout Canada as well as selected interviews.

If you accept the invitation to take part, you will be asked to fill out a questionnaire and consent to be interviewed. Your Chief Librarian will be sent a set questionnaires that will be distributed to the professional staff. Staff members will return their answers directly to the researchers.

We anticipate that our study will do at least two things: 1) provide a clear nation-wide picture of how university libraries have been affected by severe and continuing financial restraints; and 2) identify stages that libraries go through in the retrenchment process and the characteristics associated with each stage. The identification of these stages would allow administrators to plot the course that their own libraries could be expected to follow on the continuum of retrenchment and enable them to anticipate and therefore cope better with the changes that lay ahead. By knowing what the likely consequences of retrenchment might be, library administrators would be in a stronger position to plan and undertake preventive measures.

For the study to be a success, we need your support. Please participate and help us to get an accurate picture of life as it currently exists in Canadian academic libraries. Rest assured that all information gathered will be treated in the strictest confidence and that findings will be reported in aggregate form only.

We are grateful that you have agreed to participate in our research in the management of retrenchment in Canadian academic research libraries. The project is supported by a grant from the Social Sciences and Humanities Research Council of Canada.

The first stage of your participation in this study is the completion of the attached questionnaire. Many of the questions require only a check mark to answer. It should take you about forty-five minutes to respond to all the questions. When you have completed the questionnaire, please return it to us in the stamped, addressed envelope provided.

The second stage of your participation is an interview based upon some of the responses in the questionnaire. We will be in touch with you shortly to arrange a time and date for the interview suited to your convenience.

All information gathered will be treated confidentially and will be seen only by the members of the research team. Your name and that of your institution will not be mentioned in any of the reports which will be prepared as a result of the study.

Thank you for your cooperation. We look forward to meeting and discussing our research with you.

Yours truly,

Laurent-G. Denis and
Ethel Auster
Principal Co-Investigators

Sample Letter A: English

May 10, 1985

&Name&,
&Title&,
&Address1&,
&address2&,
&address3&,
&city&,&prov&,
&Code&,

Dear &Salut&,

We are grateful that you have agreed to participate in our research on the management of retrenchment in Canadian academic research libraries. The project is supported by a grant from the Social Sciences and Humanities Research Council of Canada.

The first stage of your participation in this study is the completion of the attached questionnaire. Many of the questions require only a check mark to answer. It should take you about an hour to respond to all the questions. When you have completed the questionnaire, please return it to us in the stamped, addressed envelope provided, if at all possible before &Date&.

The second stage of your participation is an interview based upon some of the responses in the questionnaire. We will be in touch with you shortly to arrange a time and date for the interview suited to your convenience.

All information gathered will be treated confidentially and will be seen only by the members of the research team. Your name and that of your institution will not be mentioned in any of the reports which will be prepared as a result of the study.

If you have not already sent us the names of all professional personnel working in the library, may we remind you to do so at your earliest convenience? We would like to send a personal copy of a questionnaire to each professional staff member.

Thank you for your cooperation. We look forward to meeting and discussing our research with you.

Yours truly,

Laurent-G. Denis and
Ethel Auster
Principal Co-Investigators

/mc

Sample Letter A: French

le 29 mai, 1985

&name&,
&address1&,
&address2&,
&address3&,

&salut&,

L'étude à laquelle vous avez si gracieusement accepté de participer est subventionnée par le Conseil de recherches en sciences humaines du Canada. Elle porte sur la question des bibliothèques universitaires canadiennes face aux restrictions budgétaires.

Votre participation consiste, dans un premier temps, à remplir le questionnaire ci-joint. Nous estimons qu'il vous faudra environ une heure pour répondre à toutes les questions, car dans plusieurs cas il suffira de cocher vos réponses. Une fois rempli, veuillez nous retourner le questionnaire dans l'enveloppe-retour pré-affranchie, si possible avant le &Date&.

Dans un deuxième temps, nous vous demanderons une entrevue au cours de laquelle vous pourrez développer quelques-unes des réponses fournies par voie du questionnaire. Nous communiquerons prochainement avec vous afin de fixer une heure et une date qui vous conviendront.

Toutes les informations recueillies resteront strictement confidentielles et ne seront accessibles qu'à l'équipe de chercheurs. Aucun rapport découlant de cette étude ne fera mention de votre nom ni de celui de votre établissement.

Auriez-vous l'obligeance de nous envoyer si cela n'est pas déjà fait, la liste de votre personnel professionnel afin que nous puissions faire parvenir à chacun un questionnaire dûment adressé.

Nous vous remercions encore de votre collaboration. En attendant le plaisir de discuter avec vous de notre projet, nous vous prions d'agréer l'expression de nos sentiments les meilleurs.

Les co-directeurs de l'étude,

Laurent-G. Denis and
Ethel Auster

/mc

Sample Letter B

June 5, 1985

Name
Title
University
Address
City, Province
Postal Code

Dear ,

Thank you for sending us the names of your professional personnel. We are sending you, via courier, for internal redistribution sealed envelopes addressed to each person and containing a covering letter, a questionnaire and a return envelope. We are most grateful for your assistance in this phase of the study: it speeds up the process and guarantees that the questionnaires are received.

The filled out questionnaires will be sent to us directly and will not need to go through your office, but we will shortly call upon your cooperation once more to distribute a thank you note/reminder to these same people.

Yours sincerely,

Laurent-G. Denis and
Ethel Auster
Principal Co-Investigators

/mc

Sample Letter C: English

June 24, 1985

Name
Title
University
Address
City, Province
Postal Code

Dear ,

We would like to thank you for distributing the questionnaire packages for the Management of Retrenchment survey to your professional personnel. We are calling upon your cooperation once more to distribute the enclosed thank you/reminder cards. They have been addressed to the individual personnel and simply require internal distribution.

We shall contact you in the near future to arrange a convenient date and time for an interview to discuss your responses and thoughts on the questionnaire you have completed. We are most appreciative of your efforts in facilitating this study within your university.

Sincerely,

Ethel Auster & Laurent-G. Denis
Principal Co-Investigators

/cc

Sample Letter C: French

Nom
Directrice des bibliothèques
Université de Montréal
Addresse

le 21 août 1985

Chère ,

Grand merci d'avoir distribué à votre personnel professionnel l'envoi contenant entre autre le questionnaire portant sur la gestion des bibliothèques universitaires en période de restrictions financières. La présente fait appel encore une fois vos bons offices pour distribuer les cartons de remerciement et de rappel. Chacun des cartons est dûment adressé et donc prêt à être placé dans votre courier interne.

Nous communiquerons de nouveau avec vous sous peu pour prendre rendez-vous pour une entrevue aux fins d'expliciter certains points du questionnaire que vous avez complété.

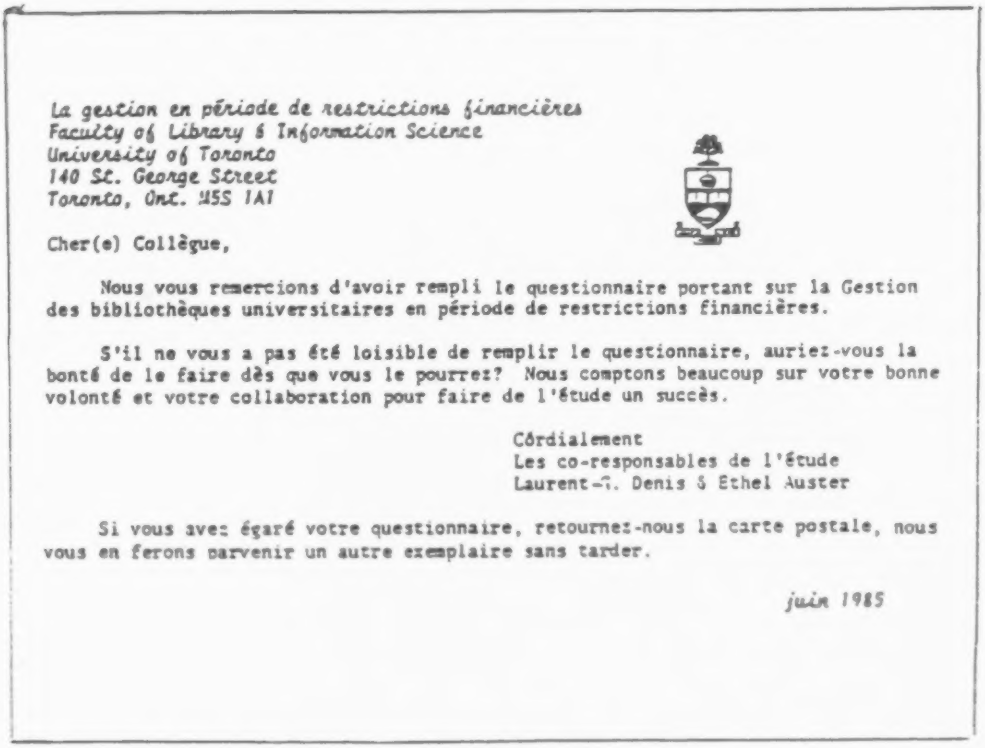
Nous vous sommes redevables de l'aide que vous nous fournissez auprès de votre personnel dans cette étude.

Cordialement,
Les co-responsables

Laurent-G. Denis et
Ethel Auster

/cc

Reminder Card: French



La gestion en période de restrictions financières
Faculty of Library & Information Science
University of Toronto
140 St. George Street
Toronto, Ont. M5S 1A1

Cher(e) Collègue,

Nous vous remercions d'avoir rempli le questionnaire portant sur la Gestion des bibliothèques universitaires en période de restrictions financières.

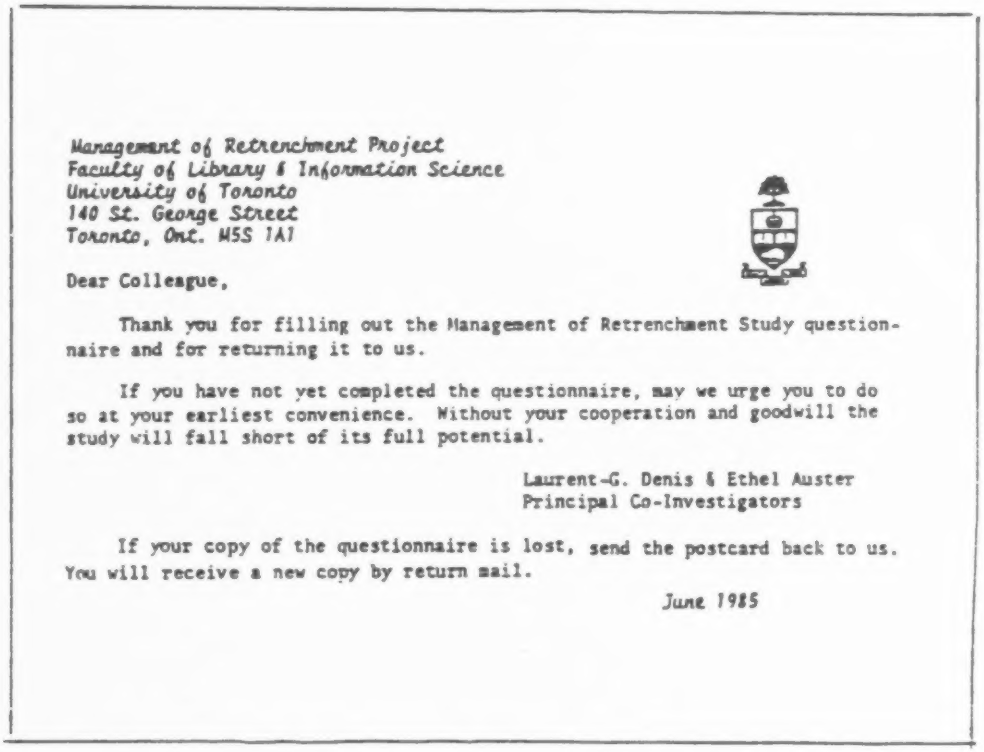
S'il ne vous a pas été loisible de remplir le questionnaire, auriez-vous la bonté de le faire dès que vous le pourrez? Nous comptons beaucoup sur votre bonne volonté et votre collaboration pour faire de l'étude un succès.

Côrdialement
Les co-responsables de l'étude
Laurent-G. Denis & Ethel Auster

Si vous avez égaré votre questionnaire, retournez-nous la carte postale, nous vous en ferons parvenir un autre exemplaire sans tarder.

juin 1985

Reminder Card: English



Management of Retrenchment Project
Faculty of Library & Information Science
University of Toronto
140 St. George Street
Toronto, Ont. M5S 1A1

Dear Colleague,

Thank you for filling out the Management of Retrenchment Study questionnaire and for returning it to us.

If you have not yet completed the questionnaire, may we urge you to do so at your earliest convenience. Without your cooperation and goodwill the study will fall short of its full potential.

Laurent-G. Denis & Ethel Auster
Principal Co-Investigators

If your copy of the questionnaire is lost, send the postcard back to us. You will receive a new copy by return mail.

June 1985

Sample Letter D: English

July 10, 1985

&name&,
&address1&,
University of Toronto

Dear Colleague,

We are conducting research on the management of retrenchment in Canadian academic research libraries. The project is supported by a grant from the Social Sciences and Humanities Research Council of Canada.

The director of your library is participating in the study by responding to a questionnaire and by being interviewed. In addition, your director has authorized the distribution of this questionnaire to the professional staff. Unfortunately, your name was not included on the initial list of professional librarians supplied to us and therefore we missed contacting you to request your participation in the study. We are now seeking your support in completing the attached questionnaire. Many of the questions require only a check mark to answer. It should take you about one hour to respond to all the questions. The number of respondents is limited, so your participation is crucial. When you have completed the questionnaire, please return it to us in the stamped addressed envelope provided as soon as possible.

The second stage of our research will consist of a small number of interviews based on some of the responses in the questionnaire. We will be able to interview only a few respondents. If you are selected, we sincerely hope you will extend your participation in this endeavour by accepting our invitation. We will, of course, get in touch to arrange a time and place convenient to you.

All information gathered will be treated confidentially and will be seen only by members of the research team. Your name and that of your library will not be mentioned in any of the reports which will be prepared as a result of the study.

Thank you very much for your cooperation.

Yours truly,

Laurent-G. Denis and
Ethel Auster
Principal Co-Investigators

Sample Letter D: French

le 28 aòut 1985

&name&,
&address1&,
Université d'Ottawa

Cher(e) Collègue,

Nous faisons présentement des recherches sur la gestion des bibliothèques universitaires canadiennes à l'heure des restrictions budgétaires. Ce travail est subventionné par le Conseil de recherches en sciences humaines du Canada.

La direction de votre bibliothèque participe déjà à cette étude: elle remplit un questionnaire, nous a aussi consenti une entrevue et a autorisé la distribution de ce questionnaire au personnel professionnel. A présent c'est vers vous que nous nous tournons pour obtenir des renseignements utiles par la voie du questionnaire ci-joint. Pour plusieurs questions, il suffira de cocher les réponses. Nous estimons qu'il vous faudra environ une heure pour répondre à toutes les questions. Votre participation nous est d'autant plus précieuse que le nombre de répondants est limité. Une fois rempli, veuillez nous retourner le questionnaire dans l'enveloppe-retour pré-affranchie, si possible avant le 25 septembre.

En plus des questionnaires, notre travail comportera un certain nombre d'entrevues dont le but est de développer certaines réponses figurant sur le questionnaire. Nous ne pourrons rencontrer que quelques-uns des répondants. Si vous êtes choisi(e), nous espérons sincèrement que vous voudrez bien pousser plus loin votre participation en acceptant notre invitation. Il va sans dire que nous communiquerons avec vous afin de fixer une heure et une date qui vous conviendront.

Toutes les informations recueillies resteront strictement confidentielles et ne seront accessibles qu'à l'équipe de chercheurs. Aucun rapport découlant de cette étude ne fera mention de votre nom ni de celui de votre établissement.

En vous remerciant encore de votre collaboration, nous vous prions d'agréer l'expression de nos sentiments les meilleurs.

Les co-directeurs de l'étude,

Laurent-G. Denis et
Ethel Auster

/mc

Sample Letter E: English

September 5, 1985

&Name&,
&address1&,
&address2&,
&address3&,
&address4&

Dear &salut&,

We are pleased to inform you that the Management of Retrenchment project is going very well. Some 500 of our colleagues have already returned their questionnaires. Others have yet to respond and so we are sending a reminder in the hope of jolting a few more people into action.

May we impose on you once more, first to distribute to your staff the envelopes we have addressed and second, to keep a few extra copies of the survey questionnaire in the Director's office in case they are needed by some late respondents? Everyone whose name was on the list which you sent us some time ago will receive the reminder including those who have already responded. Prior indentification of questionnaries was not undertaken in order to guarantee anonymity to all respondents.

We wish to thank you for you cooperation. Without your good will and your sustained support we could not have undertaken this nation-wide study.

Yours truly,

Laurent-G. Denis & Ethel Auster
Principal Co-Investigators

/cc

Sample Letter E: French

le 5 septembre 1985

&Name&,
&address1&,
&address2&,
&address3&,
&address4&,
&address5&,
&address6&

Cher &salut&,

Il nous fait plaisir de vous dire que l'étude de la Gestion en période de restrictions financières va bon train. Quelque 500 collègues nous ont retourné le questionnaire dûment rempli. D'autres le feront sous peu sans doute et c'est dans l'espoir d'en encourager le plus grand nombre possible que nous avons préparé un deuxième rappel.

Nous faisons appel à vos bons offices encore une fois, d'abord en vous priant de distribuer par la voie de votre courrier interne les enveloppes que nous avons adressées individuellement, ensuite en vous demandant de mettre à la disposition des retardataires quelques exemples du questionnaire.

Tous ceux et celles dont les noms paraissent sur la liste que vous nous avez fournie il y a quelque temps recevront le rappel même s'ils ont déjà répondu car, soucieux de préserver l'anonymat des répondants, nous n'avons aucun moyen d'identifier qui que ce soit.

Nous vous réitérons nos remerciements pour votre gracieuse collaboration. Sans votre soutien et votre bonne volonté nous n'aurions jamais pu mettre sur pied une étude commme celle-ci, à l'échelle du pays.

Cordialement vôtres
Les co-responsables de l'étude

Laurent-G. Denis et Ethel Auster

/cc

Sample Letter F: English

Faculty of Library and Information Science
University of Toronto

September 5, 1985

Greetings from the MRP crew!

We have had a busy summer and are pleased to tell you that the Management of Retrenchment project is going full tilt with some 500 returns. As you know, there are few Canada-wide studies in library science and we are confident that with the responses received and those still to come, it will prove to be a valuable study for the profession. Those working on the project are waiting to hear from more of you - each contribution adds to our understanding of the question and to the significance of the study.

We know from your comments that everyone has been (and still is!) very busy. Nevertheless, we hope that those of you who have not yet replied will dig up the survey from the pile of summer mail (or ask for a spare copy from the Office of the Director of the library) and let us know how you feel. That extra effort on your part will enable you to have your opinions heard and considered with others in our profession.

If you have already sent your questionnaire in and are wondering why we are bothering you again - we apologize. In our quest to assure anonymity to all respondents, we did not identify the individual returns and so our approach must therefore be collective. We extend our thanks for your time and contribution and not least of all, your patience with our letters and notes.

We hope to hear from the rest of you very soon!

Ethel Auster

L. G. Denis

Ethel Auster & Laurent-G. Denis
Principal Co-investigators

Claude T. Bissell Building 140 St. George Street Toronto Ontario M5S 1A1

Sample Letter F: French

Faculty of Library and Information Science
University of Toronto

le 5 septembre 1985

L'équipe de l'étude de la Gestion en période de restrictions financières vous salue!

L'étude va bon train, une bonne partie de la saison estivale a été consacrée à un examen minutieux des quelque 500 questionnaires qui nous ont été retournés. Vous le savez sans doute on ne compte pas beaucoup de recherches au niveau national en bibliothéconomie. Forts des réponses déjà reçues et celles qui nous viendront sous peu, nous croyons que la présente étude sera un apport important à la profession. Il nous tarde de vous lire - chaque contribution ajoute à notre compréhension de la question et par conséquent à la valeur de la recherche.

Nous savons que tout le monde est très occupé, mais nous espérons que ceux qui ne nous ont pas encore répondu repêcheront à même le courrier accumulé de l'été notre questionnaire (des exemplaires supplémentaires sont disponibles à la direction des bibliothèques) et nous communiqueront leurs impressions. Ce petit effort que nous vous demandons vous permettra d'avoir voix au chapitre et d'être considéré au même titre que les autres collègues dans cette étude.

Si vous avez déjà retourné votre questionnaire vous vous demandez sans doute pourquoi nous vous écrivons de nouveau. La raison est que nous avons garanti l'anonymat à tous nos répondants, ce faisant nous n'avons aucun moyen d'identifier les individus. Nous utilisons donc la liste complète des noms que nous a fournie la direction de bibliothèques. Nous en profitons pour vous remercier de votre collaboration et de votre patience face à nos nombreuses communications. Nous espérons que les jours qui suivront nous apporteront la contribution de nos autres collègues, dont la vôtre .

Cordialement,
Les co-responsables de l'étude

Laurent G. Denis

Laurent-G. Denis et Ethel Auster

/cc

Claude T. Bissell Building 140 St. George Street Toronto Ontario M5S 1A1

MANAGEMENT OF RETRENCHMENT PROJECT

merci

to all of you in the CARL libraries who have taken the time to fill out and return our lengthy questionnaire. Your answers and the numerous freewheeling comments which many of you expressed are invaluable to us in our assessment of the effects of financial restraint in academic research libraries.

rsvp

IT'S NOT TOO LATE!

Some of you may have missed earlier response deadlines. We need your participation. The accuracy of our results depend on you - so please do help us!

If you need a replacement copy of the questionnaire we will be pleased to forward one to you.

LET'S HEAR FROM YOU!

Ethel Auster & Laurent-G. Denis
Faculty of Library and Information Science
140 St. George Street
Toronto, Ontario M5S 1A1

LA GESTION EN PERIODE DE RESTRICTIONS FINANCIERES

grand merci

LAURENT-G. DENIS et sa collègue ETHEL AUSTER remercient leurs collègues des grandes bibliothèques universitaires qui ont rempli et retourné leur questionnaire.

rsvp

IL N'EST JAMAIS TROP TARD POUR BIEN FAIRE!

Si vous n'avez pas complété votre questionnaire dans les délais prévus, faites-le sur le champ. La valeur de l'étude est en rapport direct avec le nombre de réponses. Prêtez-nous votre concours en nous retournant le questionnaire.

Vous faut-il un nouvel exemplaire du questionnaire? Faites-en la demande dès aujourd'hui à l'adresse suivante:

La gestion en période de restrictions financières
Ethel Auster & Laurent-G. Denis
Faculty of Library and Information Science
140 St. George Street
Toronto, Ontario M5S 1A1

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Humane management in times of restraint

There is ample literature that suggests how decisions should be made and communicated in complex organizations. In times of restraint, it becomes even more imperative to follow sound principles and practices. Evidence from practitioners in the field, however, indicates that theoretical principles do not always guide actual practice in libraries. Suggestions are offered for achieving greater congruency between scholarly theory, managerial intentions, and staff experiences.

Ethel Auster

During the past three years, I have been privileged to work with Professor Laurent-G. Denis, a colleague at the University of Toronto Faculty of Library and Information Science, on a study of retrenchment in Canadian academic libraries (Denis and Auster, 1988).

The findings of this research study, complete with methodological paraphernalia, will be reported in the not too distant future.

What follows is not to be regarded as either pertaining to the main purpose of the study or pre-empting its results. Rather, many participants diverged from the questions asked to offer information not intentionally sought. They were, in effect, telling us not so much what we wanted to know as what they thought we should know, or, put another way, what they felt was important to them at the time.

Thus, what follows can be described as a highly impressionistic rendering of staff views culled from the comments of several hundred academic library respondents to open-ended questions on our survey. I have been highly selective in choosing subjects, making sure they are geared specifically to this theme issue of *CLJ*. With all of these limitations, however, I still believe that what these library staff are saying needs to be heeded; ignoring their concerns may lead to serious problems in the future that could have been prevented.

While many library systems are blessed with managers of exceptional imagination, talent, and dedication, there are still some areas of management that could be improved. Before examining them, it will be useful to review decision making and communication from a theoretical perspective in order to better understand, analyse, and achieve greater congruency among the theories propounded by scholars, the results of decisions intended by managers, and the actual results of these same decisions as experienced by the staff responsible for implementing them.

Theoretical framework

Most of us make decisions all the time without ever really thinking about them. We decide when to get up in the morning, what to wear, what to eat, how to get to work. These decisions are so routine they are virtually automatic.

Other types of decisions, such as whom

The effective manager does not merely hope that communication will take place within the organization but ensures that it will occur through deliberate planning, designing, and carrying out of communication strategies.

to marry, where to live, whether or when to have a family, and whether to change jobs, require somewhat more deliberation. We may rely on our own experiences or the experiences of others to guide us; we may follow our instincts or intuition; we may even consider the pros and cons of the choices we are considering. Yet it is probably fair to say that few of us engage in a formal process of decision making on a regular basis.

When the scope of a decision extends beyond our own immediate lives, however, the process acquires added importance. Indeed, it is not an exaggeration to suggest that decision making has come to be synonymous with management and that managers are judged to a significant degree by the quality of their decisions.

Four step process

Decision making may be regarded as the thoughtful and deliberate consideration of alternatives that leads to a choice being made. The process may be divided into four phases.

Phase one involves identifying the problem. Although this sounds simple enough, recognizing that a problem exists and must be rectified often requires an act of considerable courage. It may involve admitting that our best efforts have simply not been good enough or that the course we chose was not the appropriate one. In almost all cases, however, it must be recognized that a gap exists between what we want to happen (i.e., our objectives or desired state of affairs) and what is actually happening (i.e., the result or existing state of affairs). Merely realizing that a gap exists can be problematic if the manager is insensitive to the organizational environment.

The most common means that a manager has for recognizing that a problem exists are when outsiders or, less often, staff point out the problem or when a comparison is made between present and past performance of the organization or unit and it becomes evident that the present shows deterioration or decline. At this point some managers may consider simply ignoring the problem in the hope it will go away, or they may discredit either the information or the individual that alerted them to the problem, or they may pinpoint the symptom rather than the actual problem as being in need of remedy, or they may simply attempt to solve the problem before having adequately defined it.

Once the problem has been recognized, identified and defined, phase two involves generating information about possible solutions. It is important to lay aside preconceived notions, pet solutions, and quick fixes and maintain an inquiring and receptive attitude. The search for information may take various forms ranging from informal approaches to colleagues, subordinates, and acquaintances to more formal techniques used to stimulate creative problem solving such as free association, brainstorming, and nominal group processes.

Effective managers will consider using any and every technique available to them — analytic and creative, conscious and subconscious, individual and group oriented — to ensure that as broad a range of solutions as possible is presented for consideration. The time spent on this search will of course vary with the magnitude, importance, and uniqueness of the problem encountered and the time and resources available.

Once an adequate set of alternatives has been generated, a choice must be made. This is phase three of the decision-making process. The choice must be made keeping in mind the objectives it is meant to fulfil, the values implied by each choice, and the risks, costs, and benefits that could result.

Before coming to a final decision, managers will have to consider the significance of the decision, that is, the number of people it affects, the cost, and the time needed not only to implement the decision but to educate the staff about it. Other factors to consider are the degree of urgency surrounding the decision and the completeness of information available about the likely consequences of each alternative.

Decision makers

Yet another issue to resolve is who should be involved in choosing among the alternatives, that is, in actually making the choice. The pattern used may be determined as much by the leadership style of the manager — with options varying from *laissez-faire* to authoritarian — as by the nature of the decision to be made (Tannenbaum and Schmidt, 1973).

In general, when time is not a pressing factor, group decisions are regarded as advantageous in increasing acceptance of the decision, facilitating the communication and co-ordination needed to implement the decision, generating a greater variety of alternatives and solutions, and producing quality decisions. Groups, however, can take longer to come to a decision; they can be indecisive, compromise, play games, and be averse to taking risks. Thus, using groups may not be appropriate for all decisions.

Phase four in the decision-making process is the implementation of the choice. Detailed provisions for carrying out the decision must be drawn up, agreed upon by managers and staff, revised, communicated, understood, and put into action.

Contingency plans may be needed if risks are high. Finally, the results of the implemented decision need to be evaluated in the light of the original problem to be solved and objectives to be met and any revisions made as a result of this assessment.

Communication is vital

From the foregoing it becomes clear that, for the decision-making process to take place and for decisions to be implemented, managers must be effective communicators. If we examine again each phase of the decision-making process, we note that managers must acquire as much relevant information from as many sources as possible; they must process it accurately, either alone or with others; they must choose among alternatives with some degree of input from others; they must involve others in the implementation of the chosen decision; and they must receive feedback on the results of the implementation. At each step of the decision-making process, communication with others must occur.

Effective managers are aware that they have a host of communications media at their disposal and know the strengths and weaknesses of each. They know when to use oral rather than written communication and when meetings will be more effective than memos.

The ability to convey information in the appropriate form to the right people precisely when it is needed is an invaluable managerial skill. It requires not only a good knowledge of the organization's formal structure but also familiarity with its informal communication networks, links, and grapevines. The effective manager does not merely hope that communication will take place within the organization but ensures that it will occur through deliberate planning, designing, and carrying out of communication strategies.

Top-down communication flow, however, is only part of the picture. Equally necessary is the effective flow of information laterally among peers, diagonally, and vertically to more senior levels of the organization. Without the latter, managers are deprived of the vital input and feedback that not only extends the information pool but also serves as an invaluable tool for assessing the progress of any decisions being implemented.

The barriers to effective communication are legion. Among them are the bureaucratic structures of most organizations, which tend to emphasize the top-down flow of information through strict channels by prescribed methods at the expense of bottom-up, informal modes. The climate of the organization, if it is not supportive and does not foster openness, sharing, and mutual understanding, may inhibit communication. Lack of motivation and feedback and failure to understand and use the grapevine may also impede the free flow of information in organizations (Conroy and Jones, 1986, p.66).

The attitude of managers toward people in general and staff in particular will have a profound effect on communication behaviour. If staff are viewed as children or irresponsible adults needing to be told what to do and having little of value to contribute, they are unlikely to be consulted or actively involved in the decision-making and communication processes. If they are seen as mature individuals, with needed expertise, who share considerable responsibility for the formulation and successful implementation of organizational decisions, they will be treated accordingly.

The effective manager will know that communication is not a time-wasting activity but a necessary tool to inform, motivate, persuade, instruct, counsel, and evaluate staff. Indeed, in the opinion of at least one noted authority, "communication shortcomings lie at the root of the great majority of management problems" (White, 1985, p.149).

Theory in practice

The theoretical and prescriptive literature on communication and decision making in complex organizations, including libraries, is plentiful. Much of this literature deals with managing organizations under routine circumstances. However, we are told that, even under relatively normal conditions, the effective handling of the decision-making and communication processes is of critical importance to the health of the institution. If this is true when the decisions to be made are routine, it stands to reason that even greater attention must be paid to these processes in times of financial restraint when ever more sensitive choices must be made from among increasingly unpalatable alternatives.

Evidence from the field — condensed from hundreds of responses to open-ended questions from academic librarians across Canada — raises questions about how effectively the decision-making and communication processes have been managed under conditions of financial restraint. The first column of Table 1 lists just ten of the many decisions

(continued next page)

Table 1

Decisions made and their results as intended by managers and experienced by staff

Decisions made	Results intended by managers	Results experienced by staff
Consolidated two campus libraries under one head	Reduced salary costs	Increased responsibilities without additional compensation for new head; increased frustration because of handling two jobs; reduced promotion opportunities for remaining staff; poorer user service
Eliminated position of bibliographic instruction librarian	Reduced salary costs	Teaching function performed repeatedly by public services staff members; student confusion; increased complaint handling
Covered reference desk with fewer librarians and more support staff	Reduced salary costs	Greater user dissatisfaction; increased complaint handling; erosion of professional skills; increased staff frustration; lower morale
Replaced full-time support staff with temporary, contract, and part-time personnel	Reduced salary and benefits costs	Oversimplification of procedures; more supervisory time spent interviewing, hiring, training, and evaluating; frequent redistribution of tasks
Reduced the number of student assistants	Reduced salary costs	Students' tasks shifted upward to support staff; less flexibility; no back-up staff
Reduced operating hours on weekends, evenings, holidays, and before exams	Reduced salary and operating costs	Alienation of faculty and students; increased complaint handling; poorer user service
Eliminated production of library guides, brochures, and pathfinders	Reduced operating costs; more efficient use of staff time	Increased confusion of users; orientation performed repeatedly by public services staff members; less effective use of collections; increased reference queries; increased complaint handling
Shortened catalogue record	Reduced salary and operating costs	Inadequate control of collection; increased user frustration; more staff time spent locating items; increased complaint handling; reduced staff pride in catalogue; lower morale
Eliminated campus-wide deliveries of library materials	Reduced operating costs; more efficient use of staff time	Alienation of faculty; increased complaint handling; poorer user service
Eliminated funds for attending conferences and continuing education workshops and visiting other libraries	Reduced operating costs; more efficient use of staff time	Reduced job satisfaction; lower morale; reduced exposure to new library developments; lower profile for library and staff; greater personal expenses for staff attending conferences; fewer opportunities for sharing experiences with colleagues

made by managers faced with having to reduce their libraries' budgets. The second column shows the results intended by managers, and the last column gives the actual results of the decisions as experienced by staff.

It soon becomes clear that the relatively straightforward intentions of the managers, that is, to reduce costs and increase staff efficiency, have more subtle, far-reaching, and complex repercussions. For example, on the face of it, consolidating two campus libraries under one head librarian would seem to be quite a reasonable course of action, resulting in one less professional salary. In fact, the elimination of this position meant that the new head was now performing two jobs with double the responsibility and no increase in compensation.

Being a conscientious professional, the new head felt increasingly frustrated at having to handle two jobs, especially since he/she felt inadequately qualified to cope with the subject area of the add-on library. In the long run, the continued burden of this double load will probably lead to apathy or burnout or simply a reduced level of effectiveness and user service as staff members develop coping mechanisms in order to survive unrealistic working conditions.

The elimination of a management position, of course, spells reduced opportunities for promotion for the remaining staff. Their view of the job and the rewards to be had from giving their best is no doubt affected by what they see happening to those a rung or two above them on the organizational ladder. True, a professional salary may have been saved, but the reduction exacted other costs.

The elimination of the position of bibliographic instruction librarian, a budget reduction reported as having taken place in virtually every academic research library in the country, also had results different from those intended by managers. Cutting the position did nothing to change the fact that library users need to be shown how to make the most of available resources.

Instead of having a well-organized, systematic teaching program geared to the special needs of diverse campus groups, the libraries now relied on remaining staff members to cope on an individual basis with confused and disgruntled users. Complaints went up and morale went down. In the long run, it is doubtful whether any savings occurred, since significant amounts of staff time previously devoted to other important tasks were diverted to fill the teaching-orientation function formerly done by one person.

Space does not permit an analysis of the unanticipated results of all the decisions initially made for the primary purpose of reducing the costs of running the library. It is difficult to ignore the more blatant ironies, however. For example, the increased emphasis, especially for support staff, on temporary, contract, and part-time personnel was another seemingly obvious move to reduce salary and benefits costs. The result, however, was that more high-priced supervisory time was spent on interviewing, hiring, training, evaluating, and redistributing tasks among the frequently changing inexperienced personnel. Procedures were streamlined to accommodate the new staffing realities, and some supervisors reported having to perform more and more clerical tasks themselves.

The havoc created by shortening the catalogue record may have fewer immediate results, but the long-term effects of losing access to and control of the collection are virtually incalculable. Similarly, the reduced job satisfaction, lower morale, and lessened exposure to new developments that come from elimination of professional development funds for staff do not bode well for the efficient and effective running of the library.

The humane approach

What is truly disturbing is that these decisions were neither isolated nor extraordinary. They form a random, select set of the many more decisions and their results chronicled by our respondents. Even given this limitation, however, there are certain observations that are prompted by this evidence and solutions that present themselves.

First, even accounting for the fact that cuts must be made and that each cut is likely to have some unanticipated results, one wonders whether managers have obtained all the possible information available to them and whether all the alternatives and their consequences have been considered. One is tempted to draw the conclusion that decisions are being made without enough information or that they are being made by the wrong people. Surely, if the seriousness of the repercussions had been recognized, other less damaging alternatives might have surfaced.

Although it is not always possible to foresee every eventuality, certain precautions may be taken to ensure that the more predictable repercussions of decisions have been identified and solutions to cope with them promulgated. For this to happen, managers must supply themselves with as much background and contextual information as possible, consider all alternatives open to them, and involve staff who will ultimately be responsible for implementing the decision. It is well to remember that those closest to the scene of the proposed changes are the ones most likely to be aware of their most detailed effects.

Second, even if we assume that decisions regarding staff reductions are indeed necessary, there is evidence to suggest that certain easily distinguishable positions (e.g., bibliographic instruction librarian) were eliminated virtually everywhere simply because they stood out rather than in the context of a sound long-term planning strategy for the entire library.

Many staff seemed to feel that cuts, especially of unique positions, tended to be made in a random or arbitrary manner. An effective decision-making strategy must take place within the overall planning process for the library system and its component parts. Clearly articulated goals and objectives should provide the overarching context within which individual decisions are made. Furthermore, staff must be informed of this total planning strategy so that individual decisions do not appear whimsical, thoughtless, or vindictive.

Third, even given the added sensitivity of the decisions that are necessitated by conditions of financial restraint, one cannot help but conclude that fewer and fewer people are actually being involved in the decision-making process, and these few tend to be senior managers who may not always have an intimate knowledge of day-to-day library operations.

The importance of involving those staff closest to the implementation of the decision has already been alluded to. Such involvement, however, is not to be regarded as bowing to staff pressures for participation or as mere tokenism, but rather as an invaluable opportunity for managers to acquire information and points of view that would otherwise not have been available and without which poorer decisions are virtually inevitable.

Fourth, given that Canadian academic libraries have been undergoing financial restraint since the early 1970s, one would assume that managers have learned something about the effects their decisions have had on virtually every aspect of library organization, from user satisfaction to collection development, staff morale, and beyond. If inappropriate decisions are still being made even with ten years' or more experience to draw on, one wonders what the priorities are that still serve to govern budget decisions. Many staff would argue that their needs seem to be the last to be considered.

Budgets must not be viewed as irritants foisted on managers by unreasonable penny-pinchers. They are a genuine planning device and an opportunity to shape present and future programs, activities, and services of the library. As such, they should reflect managerial priorities and intentions for the short, medium, and long term running of the library. Staff should, of course, be fully aware of these directions and given every opportunity to contribute to their initial formulation and subsequent revision.

Fifth, although managers are busy people who tend to be concerned with the realities of running their organizations, one nevertheless wonders whether it might not be worthwhile to set aside some time for professional development, for immersing oneself in the findings of research and theory, so that at least those administrative errors arising from a lack of fam-

Budgets must not be viewed as irritants foisted on managers by unreasonable penny-pinchers. They are a genuine planning device and an opportunity to shape present and future programs, activities, and services of the library.

iliarity with what has been tried and has failed elsewhere will not be repeated over and over again unnecessarily.

Keeping abreast of the literature in the field, attending conferences, and visiting other libraries are not frivolous luxuries. They provide opportunities to update one's knowledge, learn from others, and contribute to the advancement of the profession. Without these chances for furthering their education, broadening their outlook, and increasing their expertise, managers and staff may find themselves functioning in a professional vacuum, lagging behind the advances of their colleagues.

Finally, it should be noted that staff, too, have often evinced a breath-taking naiveté regarding the types of unpleasant choices that accompany shrinking library budgets. The belief seems to prevail among some staff that budgets can be repeatedly cut while still leaving staffs intact or otherwise seriously unaffected. This points to a serious lack of understanding of just how much of a library's budget is tied up in staff salaries — in some libraries up to eighty per cent.

This in turn suggests that some staffs have not taken the time or shown the interest to unearth the real financial facts. They may even have subscribed to the mistaken belief that what they don't know can't hurt them. In this way they have abdicated their responsibilities to keep themselves informed and to provide their managers with the necessary information to make enlightened decisions.

All staff members are expected to take an interest in their employing library. Such interest may be manifested in varying degrees, from simply reading the library newsletter to active participation on library or university committees. Apathy and belligerence, whether covert or overt, are not acceptable attitudes for responsible staff to adopt. While they may provide fleeting satisfaction, they do not foster the climate of trust and support that is necessary for co-operative decision making to take place.

A final word to managers

A reduction in staff is the most drastic reduction that can be made in any organization. Each position cut may be someone's job, and nowadays very few, if any, people work just for the fun of it. When lives are being affected — and they are — it is only decent to make an inevitably stressful situation as tolerable as possible. This means ensuring that the decision-making process is informed, fair, and consultative.

The ways in which decisions are made and seem to be made are almost as important as what is being decided. Thorough consideration of all alternatives, a rational decision-making process, mechanisms for feedback, and frequent briefings of staff are imperative. A staff cannot be too informed. Indeed, when apprised of all the decisions that need to be made in the face of continuing restraint, staff members are likely to come up with innovative solutions that managers may not have thought of or even considered feasible. No matter how difficult it is for you as the manager, chances are you will not be the one losing your job!

A final word to staff

Managers are not really out to get you. But they do have difficult choices to make when faced with budget cuts, and there is no textbook that can tell them how to do it. Think about restraint from their point of view: the budget is about to be reduced again, and at least seventy per cent of it is tied up in salaries. No matter how much the book budget is cut, the serials reduced, and the buildings allowed to dilapidate, at some point positions are going to have to be eliminated.

The sensible thing to do is not to hide one's head in the sand and hope to remain untouched, or start a hysteria-producing rumour campaign, or mobilize the militants to engage in disruptive tactics. Instead, find out what the real facts are first — perhaps it is not as bad as you thought. Then find out how decisions will be made, by whom, based on what information.

If possible, offer your services in a constructive way. Information will need to be gathered, reports compiled, feasibility studies made, and work flows charted. Only you know how your job is actually done. Could it be done better or cheaper? Could your talents be used in different ways or in other parts of the library?

How will managers several levels away in a large system know these things if you do not take some responsibility for telling them? There is no point in saying if they really cared, they would ask and find out — most large organizations simply do not work that way. Who knows, with your newly acquired planning skills and your knowledge of the structure of the system and how it functions, you may even be promoted to manager yourself!

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The Management of Retrenchment in Canadian Academic Libraries

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by Laurent-G. Denis*

L'auteur présente une recherche en couss portant sur la gestion des bibliothèque universitaires confrontées aux restrictions budgétaires. Il se propose d'élaborer un cadre théorique d'analyse qui pourrait permettre une meilleure gestion en période de crise. L'état de la littérature favorise plutôt une démarche empirique qui procèdera par l'examen des situations vécues entre 1972 et 1982 particulièrement au niveau du personnel de direction. En dernier lieu, des statistiques témoignent du danger qui guette ces organismes publics de service.

The author presents us with a research in progress concerning the budget restrictions that the University libraries have to face. He stets out to develop a theoritical scope of analysis in order to provide a better management under periods of crisis. The state of the art suggests an empirical approach which proceeds with the examination of factual situations occurred between 1972-1982, especially at the level of management personnel. Lastly, statistics show the danger threatening those organisms of public services.

Managing declining organizations and coping with the effects of retrenchment are not challenges unique to library administration; they are problems which leave no sector of society untouched. Schools have been cut back, university activity have been curtailed, vast numbers of former employees have become unemployment statistics, churches have closed their doors, and government services have been pared down or subjected to user fees. The consequences of decline are all pervasive. Families suffer the ills accompanying unemployment while the morale in the remaining work-force deteriorates as workers are forced to compete with shrinking resources. Society is affected in all its component parts when one entire industry retrenches: farm workers displaced by agricultural mechanization are said to be at the very basis of contemporary North American urban problems (Boulding, 1974).

The general economic conditions of the past few years have forced decline on all sorts of organizations, although not all organizations have declined nor have they all declined equally or at the same rate. Academic libraries are no exception and are not only sub-units of larger, more complex institutions, but they are also public institutions whose very existence is predicated upon the provision of service.

Decline has not been totally ignored in library literature. Reports of conferences on no-growth or austerity budgets (Association of Research Libraries, 1971; Barber, 1976), articles on financial constraints (Yavarbovsky, 1977; Webster, 1977; Lynch, 1977) and exhortations for survival (Galvin, 1976: De Gennaro, 1975 and 1981) have all appeared in the literature. However, they are descriptive rather than analytical and none is based upon empirical evidence. Zuck (1980) has examined in a doctoral thesis the influence of stable/unstable environments in decision making. This is a rare and rather limited example to research devoted to decline and its implication for the management process.

All in all existing library literature throws little or no light on the management of decline. What it does in some instances (e.g. De Gennaro, 1981) is list the likely effects of decline on the management of research libraries: staff reduction and consequent job dissatisfaction and undermining of library efficiency; structural reorganization; the reappraisal of leadership; and the difficulty to change and innovate.

The situation which we face at the moment is that as far as we are ascertain from the literature, no theoretical framework has been accepted as a guide to the study of management in times of severe economic restraint, although some global or general theories have lately been proposed (Ford, 1982; Durham and Smith, 1982). Furthermore, we lack sufficient empirical evidence from organizational research in general or from library studies in particular to even attempt to test hypotheses grounded in theory. Yet one finds it hard, even impossible, to believe that there exists no umbrella explanation, no common denominator or rationalization capable of predicting developments and resources when one library chief executive after another struggles with similar problems, shortcomings and situations.

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My colleague, Ethel Auster, and I have been awarded a grant by the Social Sciences and Humanities Research Council of Canada to study the management of retrenchment in Canadian academic libraries.

The study will focus upon the impact of retrenchment on the organizational structure of academic research libraries and on the individuals and the groups within, particularly those responsible for the management of these institutions. More specifically, we will measure the following aspects of organizational structures: centralization, formalization and complexity (Hage and Aiken, 1970).

Another objective of the study will be to discover how chief librarians have implemented the changes necessitated by sustained declining resources:

— What steps were taken to explain to staff and clients that resources were declining and that major cutbacks were essential (Behn, 1980);
— Who made the decisions to allocate the diminished resources (centralized vs participative decision making (Behn, 1980; Levine, 1978));
— What programs were terminated (Levine, 1978);
— How was internal expertise sold or lent to other agencies (Levine, 1978);
— What type of leadership was exercised by the chief librarian (Glassberg, 1978);
— What has been the loss of personnel in down-sizing the organization (Hirschman, 1970);
— What outlook was taken by the chief librarian toward management: inward/outward (Ansoff, 1975);
— What rewards were given to managers who successfully implemented retrenchment (Levine, 1978).

A further objective is to examine what has happened to middle managers and to general librarians during retrenchment and to see how these relate to the structural characteristics of the organizations and to the chief librarian's own perception of his/her implementation of retrenchment.

— How is organizational and professional conflict resolved (Cyert, 1978; Whetten, 1980);
— What career goals are pursued (De Gennaro, 1981);
— What is the degree of job satisfaction (Whetten, 1980; De Gennaro, 1981);
— What is the attitude toward service (Whetten, 1980);
— How do the chief librarians respond to declining resources (Glassberg, 1978; Boulding, 1975; Cyert, 1978; Millet, 1977; Molotch, 1976);
— Is decline real and persistent (Levine, 1979; Behn, 1980);
— Is retrenchment implemented so far sufficient to meet the decline (Levine, 1979);

Scholarly Significance

The study as we have conceived it has no predecessor in library science. Few studies exist on management of decline in any literature and none have been conducted in academic research libraries. Our study should have an importance transcending libraries, since we are examining a number of variables common to all public organizations from both qualitative and quantitative points of view. Clearly, a careful investigation is needed to probe the inter-related effects of decline if we are to eventually devise a theoritical basis on which to predict adaptability to an economic climate which is so different from what North Americans have been exposed to heretofore. In addition, the very subject — academic research libraries — is of the utmost importance in regard to scholarly pursuits. What we do or do not in these libraries, how librarians manage shrinking resources and the manner in which they accept the widespread effects of decline, all bear upon what human and material resources will be available to scholars.

Theoretical Approach/ Categorical Framework

The study is exploratory for we seek to discover what happens after the fact in declining organizations. If our assessment of the present situation with regard to academic research libraries is correct, little or nothing from previous research can allow us to predict relations among variables, and so we must attempt to discover the significant variables affecting libraries managed under financial restraints. Furthermore, we will endeavour to detect relationships among the variables. If these efforts are successful this study will lay the groundwork for later systematic and rigorous testing of hypotheses.

Statistical Picture of Retrenchment

We have gathered numerous statistics about academic research libraries in Canada, a task far more complex, costly and time-consuming than we had expected because we found so many discrepancies among sets, even among sets emanating from the same sources. A brief review of them will indicate the effect that financial restraints have had over the years on some fundamental aspects of library service in research institutions.

In round figures, the average amount of money spent by the twenty-seven CARL libraries has grown by a factor of approximately 2.7 between 1972 and 1982, going from $2,845,000 to $7,736,000. However, in constant 1981 dollars these figures become $6,234,000 and $6,765,000 respectively, yielding a growth factor of just under 1.1. In other words, there has been almost no growth.

Keeping the dollar pegged at its 1981 value, we note that for the same decade, personnel costs have increased by a factore of 1.2. from $3,685,000 to $4,358,435 compared to average library materials costs which show a slight decrease from $2,058,000 to $1,903,000. All other costs increased 1.2 times, but the sums are rather small compared to personnel and material, averages ranging from $433,000 in 1972 to $504,000 in 1982. Quite obviously the research libraries have kept up with the times, at least up to 1982, the latest year for which figures are available. Even when the global expenditures are broken down into personnel, materials and others, the figures remained relatively stable when looked at as averages for the twenty-seven libraries.

If we now turn to library expenditures per student, we will see that the per capita expenditure has not kept pace with the times. In 1972 our libraries were spending an average of $590.00 per student; ten years later this amount was reduced to $460.00 in constant dollars, a net lost of 22%. It is not unreasonable to believe that in 1982, research libraries were more cost effective than they were in 1972, but by 22%? Similar differences in per capita apply when the total expenditures are separated by categories. Personnel went from $336.00 to $287.00, a 15% decrease; materials from $203.00 to $136.00, a loss of 33%; other expenses were down 21%, from $43.00 to $34.00.

The number of library positions per 1,000 students went from 20 to 15, a net loss of 25%. The ratio of professional librarians to other library employees remained unchanged at 1 to 5 during the decade examined. We can only speculate as to how much the lower average number of positions is compensated by more and better computerized operations. If the drop in the number of books purchased per student is an indication, students must be having a harder time finding needed material. In 1972, our libraries acquired 6.7 volumes per student; ten years later the number was reduced to 4.1, a rather substantial loss. On the other hand, microforms went from 45 to 81 per student, a net gain of 80%. However, microform counts are notoriously inaccurate so these figures may not reflect the reality of the situation.

Finally, looking at the average expenditures for personnel and for acquisitions as percentages of total expenditures, we note a substantial increase in the first category from 56.6% to 62.9% and a not inconsequential reduction from 34.3% to 29.8% in the other. In brief, personnel costs loom larger in library budgets but acquisitions count for less than one third of these same budgets.

Clearly, this is but the tip of the iceberg. We need to refine the figures and to ascertain that they truly reflect the situation over time.

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